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Subseries 1: The Early Southern Program

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95	0003	1062	Pamphlets
	0154	1063	Reports
	0308	1064	Reports
	0453	1065	Reports

File No.: NC 245
File Name: *Survey of Public Education (1917–1921)*
Correspondents include E. C. Brooks, F. P. Bachman, and M. E. Haggarty. Folder 1072 contains clippings.

Roll	Frame	Folder	Roll Contents
95	0562	1066	1917–Jun 1919
	0688	1067	Jul–Dec 1919
	0818	1068	Jan–May 1920
	0948	1069	Jun–Sep 1920
	1068	1070	Oct–Dec 1920
	1167	1071	1921
THIS ROLL → 96	0003	1072	Press Releases and Clippings

File No.: NC 247
File Name: *Scholarships (1921–1922)*

Roll	Frame	Folder	Roll Contents
96	0016	1073	1921–1922

File No.: NC 248
File Name: *North Carolina Division of Negro Education (1921–1929)*
Correspondents include N. C. Newbold. Folder 1076 contains reports.

Roll	Frame	Folder	Roll Contents
96	0047	1074	1921–1924
	0138	1075	1925–1929
	0258	1076	Reports

File No.: NC 249
File Name: *High School Supervision (1921–1939)*
Folder relates to committees and the assistant inspector.

Roll	Frame	Folder	Roll Contents
96	0378	1077	1921–1939

File No.: NC 250
File Name: *State Normal School for Negroes (1921–1924)*
Folder relates to buildings and equipment. See also NC 193, 203, 248.
Correspondents include E. C. Brooks and N. C. Newbold.

Roll	Frame	Folder	Roll Contents
96	0473	1078	1921–1924

File No.: NC 251
File Name: *North Carolina Division of Schoolhouse Planning and Construction (1921–1931)*
Folder relates to salaries.

Roll	Frame	Folder	Roll Contents
96	0582	1079	1921–1931

File No.: NC 252
File Name: *County Plan of Organization (1923–1931)*
Folder relates to study. Correspondents include A. T. Allen.

Roll	Frame	Folder	Roll Contents
96	0671	1080	1923–1931

File No.: NC 253
File Name: *North Carolina Division of Information and Statistics (1924–1933)*
Folders relate to establishment and maintenance. Correspondents include A. T. Allen. Folder 1082 contains reports.

Roll	Frame	Folder	Roll Contents
96	0727	1081	1924–1933
	0851	1082	Reports

File No.: NC 254
File Name: *North Carolina Division of School Libraries (1928–1937)*
Folder relates to establishment and maintenance.

Roll	Frame	Folder	Roll Contents
96	1009	1083	1928–1937

File No.: NC 255
File Name: *Study of Negro Colleges (1930–1931)*

Roll	Frame	Folder	Roll Contents
96	1075	1084	1930–1931

File No.: NC 256
File Name: *Highlands Museum and Biological Laboratory (1931–1951)*

Roll	Frame	Folder	Roll Contents
96	1100	1085	1931–1951

File No.: NC 257
File Name: *Elementary and High School Curricula (1933–1939)*
Folder relates to preparation and publishing of new courses of study. Correspondents include A. T. Allen.

Roll	Frame	Folder	Roll Contents
97	0003	1086	1933–1939

File No.: NC 258
File Name: *University of North Carolina and Duke University, Joint Library Catalog (1934–1940)*
Folder relates to equipment and labor. Correspondents include Harvie Branscomb.

Roll	Frame	Folder	Roll Contents
97	0128	1087	1934–1940

N. C. Survey
NC 345
press notice
sent to
Mr. Knight.

To be Released November 1920

The report of the State Educational Commission on the condition of public education in North Carolina is made public today. The Commission was appointed by Act of the Legislature, and an appropriation of $1,000 was made towards its expenses. The Commission invited the General Education Board, which has long co-operated with educational institutions in North Carolina, to make a survey. The Board accepted the invitation, giving to the work the services of its staff, particularly those of Dr. Frank P. Bachman, and making appropriations besides, which in the aggregate amount to $18,000.

The report issued today gives the State great credit for the educational progress which has been made in the face of adverse circumstances during the last forty years. It points out that during this time the number of schools--high and elementary--has increased, the number of pupils enrolled has grown rapidly, and the amount of money appropriated has risen from the sum of $396,000 in 1880 to a total of $8,105,000 in 1919.

Over against these favorable and encouraging facts, the report deals squarely and candidly with the defects of the existing situation--defects which will have to be removed if North Carolina is to develop a homogeneous and substantial public school system.

School Buildings and Equipment

At the end of the school year 1917-18, there were in the State 7,738 rural school houses, of which 5,422 were for white children and 2,316 for colored children. Most of these school houses have been constructed since 1900. The funds available for their construction were very limited, and, in consequence, the buildings are for the most part poorly built and in poor condition. Nevertheless, school houses which have been built in the last few years are distinctly superior and more substantial. The older school houses are badly lighted, badly ventilated, and wretchedly equipped. Rarely do they contain decent provisions for sanitation. The report prints pictures

of these school houses, which can be found in almost every section of the State. It is, of course, impossible to hold a good teacher in an unsightly, uncomfortable, and unequipped school building, for which, in too many cases, the teacher is herself expected to do the janitor work.

The best rural school houses for colored children are the so-called Rosenwald school buildings, towards which the county, the communities, and Mr. Julius Rosenwald of Chicago contribute as a rule equal sums, and the best for white children are the consolidated rural elementary and high schools, which are becoming more and more common. Some of these consolidated schools, as well as some city school buildings, are excellent from every point of view. The report, therefore, points out that, while the overwhelming majority of the existing school buildings are in urgent need of being replaced, the State has made a good start in this direction. It will be in the long run highly economical for the State to face the whole problem, providing school buildings that are substantially built and equipped, so that they will last during several generations.

School Term

In 1904, when the present course of study was first issued, city schools had an eight-month term, but of the 97 counties then existing, 30 had a school term of less than 4 months, 51 a term between 4 and 5 months, and the rest between 5 and 7 months. Not only was the term short, but attendance was poor. In the cities, only 71 per cent. of the white children and 50 per cent. of the colored children enrolled were in average daily attendance; and in the country districts, only 59 per cent. of the white children and 56 per cent. of the colored children. Thus, at that time the average school year for white children in the cities averaged approximately 121 days and for rural white children approximately 50 days. Good work under such conditions is, generally speaking, impossible. Since that day, the term has been lengthened in the cities and somewhat in rural districts, and the school program has been improved, though it is still too heavy for the teaching staff. This is especially true in small rural schools, where the ages of the children in

attendance are so diverse that it is impossible to grade children as they ought to be graded. As a result, large numbers of children are in their studies far below the point which, at their respective ages, they should have reached.

The number of high schools has rapidly increased in recent years. In 1908, there were in operation 132 county and 81 city high schools. Now there are over 300 county high schools and about 150 city high schools. Also, a great many elementary schools give some high school instruction. These high schools have increased in numbers so rapidly that it has been absolutely impossible to procure for them either a well trained teaching staff, or a properly qualified body of students. Nor have they been systematically and closely supervised. The report points out the necessity of getting rid of small rural elementary schools and of small rural high schools by consolidation.

Teachers

The teachers of North Carolina are for the most part untrained, and therefore unskilled. Only 20 per cent. of the elementary white teachers of the State hold professional certificates, showing that they have received a satisfactory preparation for the work which they are doing, and only 7 per cent. of the colored teachers hold such certificates. Of the high school teachers, about one-half have had education enough to equip them for their work. Not only do the teachers of North Carolina in large numbers lack training; they also lack experience. About one-half of them have taught for less than five years. The teaching body of the State is accordingly in a constant state of flux, and is made up largely of young untrained teachers, who have too little incentive or interest to remain in the profession.

These conditions are accounted for by the salaries which have been paid for such services. As late as 1917-18, the average annual salary for the rural white teachers was $276, and for the rural colored teachers, $140. The Legislature in 1919 raised these salaries, but, despite this increase, the average annual salary of the rural white teacher is still only $430, and the average annual salary

of the colored teacher only $295. It is, of course, perfectly plain that no stable and well trained teaching staff can be procured on these financial terms. The State has fortunately adopted a new certification scheme, which will result in raising the pay of teachers who have received the right kind of training. But the effective working of this new plan will be interfered with by the lack of teacher training facilities. Existing normal schools cannot produce the number of trained teachers now needed, and will be woefully inadequate even if the salaries paid are at all sufficient to attract competent men and women to teaching. Not only must salaries be further increased, but additional training facilities must also be provided.

Instruction

In order to find out the quality of instruction which is being received by the school children of North Carolina under these conditions, written examinations were given in both elementary schools and high schools. In the elementary schools, children were examined in reading, spelling, arithmetic, and history. In the high schools, they were examined in reading, algebra, and Latin. The showing made is extremely poor. The results both in the cities and rural districts fall far below the usual standard reached in other sections of the country. On the other hand, the results obtained in city schools are better than the results in rural schools; and in the rural schools, the results in the consolidated schools are distinctly better than the results obtained in the one- and two-room schools. For example, in reading, seventh grade city children read no better than good sixth grade children elsewhere, and fall two years below the reading achievements of children who complete an elementary course of eight years. In the rural schools, seventh grade children read no better than good fifth grade children; and fifth grade children no better than good third grade children. This is not the worst of the situation. In one-room rural schools, seventh grade children are on the average two years older than the children of the same grade in our city schools, which actually makes them three years instead of one year behind our city children. When reading

is so poor, little can be, and little is, done in informational subjects like history and geography. Think of sixteen-year-old country boys who believe that Thomas Jefferson was the president of the Southern Confederacy and that Andrew Jackson invented the telegraph! The poor instruction in reading in the elementary schools is reflected in the high schools. No North Carolina high school tested did as well as the poorest high school tested outside the State, and the reading ability of the children in our small high schools is almost unbelievable. Seniors in these small high schools read no better than freshmen in good high schools.

Obviously, the general level of instruction must be greatly raised. This calls for better trained teachers and for doing away with small one-, two-, and three-teacher elementary schools and small high schools; for the larger the school, even under present conditions, the better the results.

Administration

The administrative machinery of the schools must also be improved. The constitution should be so amended as to permit of a lay State Board of Education, the members of which are naturally and deeply interested in the subject. This Board should select the State Superintendent, who would be its executive officer and secretary. Proper professional safeguards should be thrown around the office of State Superintendent and his salary should be increased so that a competent man can be properly remunerated. Maryland pays its State Superintendent $8,000; New Jersey, $10,000. The salary of the State Superintendent of North Carolina should not be less than $6,000 a year. The great variety of administrative boards now in existence should be abolished, and their place taken by divisions in the office of the State Department of Education, each division provided with a head and administrative assistants, all working as a unit under the State Superintendent.

Nominally, North Carolina has a county system of education, but there has been so much special legislation creating specially chartered districts and special tax districts that the county system exists for the most part in name only. This immense complex of existing legislation should be wiped out, and replaced by a

simple general law, providing for a county system of schools and for city school districts.

Over all the schools of a county outside of the city school district shall be placed a County Board of Education, elected by the people on a non-partisan ballot at a general school election. These County Boards of Education should be required to employ experienced and well-trained county superintendents, to provide their superintendents with the necessary supervisors and clerical assistants, thus securing competent and continuous educational leadership and guidance for the schools of the county. While it would, probably, be impracticable at this time to abolish all special tax districts, certainly the laws should be so modified as to prevent their further development, and should at the same time pave the way to a genuine county system, avoiding the evils of a district system, toward which the counties are now so rapidly drifting.

Over each city school district--and there should probably not be more than a score in the entire State--there should likewise be a Board of Education, elected by the people, on a non-partisan ballot, at a general school election. All city boards of education should operate under the same general law, and the law should confer on them adequate power to meet the needs of developing city school systems. These City Boards of Education should stand in the same relation as County Boards of Education to the State Department of Education.

Financial Support

The measures above outlined will call for increased expenditures. As the Commission points out, the amount of money available for public education in North Carolina has increased greatly in the last forty years. But the public must not be misled as to what the State is now doing in the matter of financial support of public education. Few states now spend less; and in respect to the efficiency of its public schools, North Carolina belongs with the states at the bottom of the list. Yet North Carolina stands fourth in agriculture and eleventh in the amount of internal revenue, income- and excess-profits-tax. It is perfectly

clear that the State can afford to put more money into education; also that unless more money is put into the State Department, county administration, city administration, into normal schools, and into teachers' salaries, the children of North Carolina will continue to receive an inferior education.

The report concludes as follows:

"Education is not cheap. It is expensive, and it is every day becoming more expensive. But let it not be forgotten that education is the most profitable investment that a State can make. Wealth flows into the states where the tax rate for education is relatively high, not into the states where it is relatively low. 'Too poor to maintain schools?' one of the greatest of North Carolina's sons cries out. 'The man who says it is the perpetuator of poverty. It is the doctrine that keeps us poor. It has driven more men and more wealth from the State, and kept more away, than any other doctrine ever cost us.'

"Our suggestions involve large expenditures; but the State can afford them. As our educational facilities develop, our wealth will increase; we shall be able to spend more still in training the children of the State. Breaking the vicious circle of poverty and ignorance, we shall have started a beneficent circle of intelligence and efficiency."

NC 245c

November 11, 1920.

Mr. Robert Wright,
Greenville, North Carolina.

Dear Wright:-

I am sending you, as requested by the Commission, a copy of what it seems to me would serve as a press notice for your report. If this could be printed, a date fixed for its release coinciding with the date of the appearance of your report, and sent to the newspapers a day or two befo e the appearance of the report, it would greatly please the press.

With kindest regards and best wishes, I am

Very truly yours,

FRANK P. BACHMAN

FPB/GMC

HC 245
1917

AN ACT TO CREATE A STATE EDUCATIONAL COMMISSION.

The General Assembly of North Carolina do enact:

SECTION 1. That there is hereby created a State Educational Commission of five members, to be appointed by the Governor for the term of office of two years. It shall be the duty of the said commission to make a thorough study of the school laws of the entire public school system of the State, a careful survey of existing educational conditions, and a comparative study and investigation of the educational systems of other States. Said commission shall codify the public school laws of the State and make recommendations of such amendments, changes, and additions to the school law as in its opinion may be needed.

SEC. 2. That said commission shall also investigate the methods and cost of supplying text-books to the public schools of this and other States, and also the advisability of establishing a State printing plant for the purpose of printing text-books and doing the other printing of the State, together with the present cost and method of public printing in this State, and report their findings and recommendations as herein provided.

SEC. 3. That said commission shall investigate the matter of public school teachers' pensions in the several States, and report to the General Assembly as herein provided, with its findings and recommendations.

SEC. 4. Said commission is hereby authorized to employ such clerical and other assistance as it may deem necessary for its work, and to call to its aid such other assistance as may be available without expense to the State, from public or private foundations.

SEC. 5. That a sum of money not to exceed one thousand dollars ($1,000) is hereby appropriated out of the public funds in the hands of the State Treasurer not otherwise appropriated, for the expenses of said commission and its work.

SEC. 6. That the compensation of the members of the said commission shall be five dollars ($5) per day and expenses for the time actually given by said commission for carrying out the purposes of this act, and the compensation of all persons employed by said commission under this act shall be fixed by said commission. That the payment of the members of the commission and of all employed under this act shall be upon requisition of the chairman of the commission approved by the Governor. Said commission is hereby authorized to have all printing necessary for carrying out the purposes of this act done by the public printer as other public printing is done.

SEC. 7. The said commission shall make a report of its findings and recommendations, together with the expenses of the commission, through the Governor to the General Assembly of one thousand nine hundred and nineteen within five (5) days after the convening thereof.

SEC. 8. That this act shall be in full force and effect from and after its ratification.

Ratified this 6th day of March, A. D. 1917.

..., CHAPEL HI...

2nd INSTITUTE TO BEGIN SOON

NC 245 1919

MANY TEACHERS ARE EXPECTED HERE

Planned by State for High School Teachers, Principals, Supervisors and Superintendents

The second institute for high school teachers, principals, supervisors and superintendents will be held at the University Summer School on July 14-25. Monday, July 14, will be registration day for the second institute. Many special features have been planned, and a number of noted lecturers will be in attendance.

Students who register for this institute are required to take four hours of work each day for a period of ten days, or a total of 40 hours, and to select their courses and conferences at the time of registration.

The first week of the second institute the Social Work Conference will be in session. A program of this is printed elsewhere. In addition to the many noted speakers and workers which this conference will bring, there will be the following schedule of lectures.

1. A series of lectures on the problems of citizenship by Dr. Henry E. Jackson, of the U. S. Bureau of Education, Washington, D. C.

2. A series of lectures and conferences on problems of secondary education by Professor L. L. Friend, State Inspector of High Schools for the State of West Virginia.

There will be other special features of an entertaining nature. During this institute the Carolina Playmakers, under the direction of Professor Koch, will give two evenings of folk plays in their playhouse in the Chapel Hill Graded School Building. These plays were written the past year by students in Professor Koch's classes here.

The annual music festival of the summer scool will be held July 23 and 24. Further details of this are published elsewhere in this issue. In addition there will

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(Continued on Page 3)

CALENDAR FOR WEEK

WEDNESDAY, JULY 9

Community Singing, Plays and Games, Davie Poplar, 7:15-8:15 P.M.

Put in N.C. Survey folder CVC 245

July 14, 1921

The issue of July 21 will contain the editor's report of the National Education Association meeting at Des Moines.

NOTABLE STATE LEADERSHIP

State Superintendent E. C. Brooks of North Carolina, has put his state absolutely in the lead in the South and in the front rank in the nation and he has done it at a time when his state felt the financial undertow most hazardously. The state appropriation for education in two years has gone from $6,000,000 to $16,000,000. A minimum salary for teachers with maximum preparation is $1,200 a year.

The minimum preparation is high school education and the minimum for a $1,200 salary is two years' college preparation and the number of teachers with this preparation has increased eighty-five per cent. in one year.

The appropriation for rural school improvement is $5,000,000. The state guarantees the $1,200 salary and after the local district and the county have met their required appropriation the state completes the amount necessary for that salary.

The various colleges and universities of the state enter heartily into all of the plans of Dr. Brooks. There are twelve colleges and universities with well equipped departments of education. The state is divided into twelve high school districts and each college and university assumes responsibility for the supervision of the high schools in one of these districts, and its visitor reports to the state department upon such matters as the department calls for. The state pays the traveling expenses of the visitor but the institution pays the salary.

There are 8,000 teachers of the state who have attended some professional training institution this summer or fifty-five per cent. of all the teachers.

While $1,200 is the minimum salary for a teacher of maximum requirements any district is allowed to hire a teacher of minimum requirements and pay only $45 a month of the months taught. It is one of the noble demonstrations that few communities have availed themselves of this permission. The effect has been to promote consolidation beyond all expectations.

Dr. E. C. Brooks has as high ideals as any educational leader whom we have ever known, and we have known no state leader more efficient on the platform or in Legislative leadership than is he.

Governor Aycock at the height of his power was not a nobler force for educational leadership than is State Superintendent E. C. Brooks. To lift a state in such times as these into genuine educational prominence nationally is as great an achievement as can be hoped for by any educator.

NC 247 Scholarships 1921-1922

BOX 118 FOLDER 1073

GEB

COPY

(Original in N C 249)

NC-247

SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA

RALEIGH

April 16, 1921

Dr. Wallace Buttrick
61 Broadway
New York, New York

My dear Dr. Buttrick:

****

I have given much consideration to another proposition which will be of lasting benefit to North Carolina also. We need better trained men and women to give supervision to the educational work in the State. We are moving at a rapid rate and we should secure as quickly as possible the best trained people to give guidance to the progress. I believe our own people who have the personality could be trained for this work and give a permanency to our supervisory staff that could not be secured by importing men and women from outside the State. Therefore, at your suggestion, I give below the name of those who would return better qualified as a result of it.

1. Mr. George Howard, to attend Columbia University and study school administration and consolidation.

2. Miss Sarah Kelly, to attend Peabody College and make a special study of the grammar grade field.

3. Mr. J. J. Blair, to attend Peabody and to make a special study of school architecture in order that he may be more skillful in giving direction to schoolhouse planning.

4. Mr. N. C. Newbold, who has been selected as the Director of Negro Education in North Carolina, to devote one year in professional study and in travel, investigating Negro conditions and Negro education in the South.

These, in my judgment, can take the training during the year 1921-22.

5. Mr. A. T. Allen, Director of Teacher Training, and Mr. W. H. Pittman, Director of Publication and Records, could take the training in 1922.

In addition to these there are a few superintendents who could profit greatly by this training if they can secure a leave of absence.

I have estimated the cost of this special training to be about $15,000. I can a little later, if this plan meets with your approval, give you in detail the expense of each individual.

I wish to thank you and Dr. Flexner most heartily for your courtesies to me. I shall appreciate any consideration that you may give to the matters specified above.

With kind personal regards and best wishes, I am

Very sincerely yours,

(Signed) E.C. Brooks

State Superintendent of Public Instruction.

COPY

April 19, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks:

In Dr. Buttrick's absence I am acknowledging yours of the sixteenth. We shall bring your two requests to the attention of the Board at its meeting May 26. Are we to understand that in your estimate of $15,000 you include "the few superintendents who could profit greatly by this training if they can secure a leave of absence"? If not, I should like to hear from you further on that point.

I met Mr. Newbold on the train the other day and we talked over this scheme and he raised the question as to whether certain provision could not be made for Negroes also. There is of course no reason why the matter has to be presented to the Board and a practical outcome depends on the Board's action.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

GENERAL EDUCATION BOARD
APR 28 1921
NC-247
ANSWERED

April 28, 1921.

Application Entered ✓
Blanks Recorded
Cards Prepared ✓ E.S.B.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:-

attached to minute 5/26/21

In reply to your letter of April 19th, I wish to say that I included in my estimate of $15,000 the few superintendents who could profit by this special training. I have also forwarded to Mr. Jackson Davis, to be transmitted to your board, Mr. Newbold's recommendations.

I wish to repeat in this letter what I stated in conversation with you and Dr. Buttrick that I should be very glad to see the salary of Mr. Newbold, Mr. Highsmith and Mr. Brogden, go to $4000. I am sure it would be helpful in raising other salaries in this office.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

COPY (Original in N C 249) NC-247

May 27, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

At a meeting of the General Education Board held yesterday the officers presented your letter, dated April 16, 1921, asking for a contribution of $3,000 to defray the expenses of a group of people from certain colleges working under the direction of the State Department with a view to securing better supervision of high school work and instruction in North Carolina.

****

At the same time the officers presented your letter requesting an appropriation of $15,000 for the purpose of giving further training to a selected group of white and colored persons occupying important posts in the state school system. The following action was taken:

> "RESOLVED, That the Executive Committee, upon the recommendation of the officers of the Board after conference with the State Superintendent of Education of North Carolina, be, and it hereby is, authorized to appropriate a sum not exceeding Fifteen thousand Dollars ($15,000) to the State Department of Education of North Carolina for the purpose of supplying scholarships to competent persons occupying posts as supervisors, superintendents, etc., in order to improve their technical training."

In reference to this matter we should be very happy to confer with you after you have selected those who in your judgment could make most effective use of the opportunities contemplated.

****

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

ARC 247

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
AUG
19
ANSWERED

July 30, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York City.

My dear Dr. Flexner:

A few days ago I wrote to the Controller of Teachers College for a reservation in Bancroft Hall for the winter term of Columbia University. The enclosed letter was received in reply. I have written the Director of the Residence Bureau making application for living quarters* I am enclosing copy of my letter.

It has occurred to me that perhaps Mr. Brierly would be willing to look into the situation and make at least temporary reservations for me. I am sure you know how keenly I would appreciate any assistance in this matter.

I am looking forward to this work at Columbia with a great deal of pleasure and want you and other members of the General Education Board to know how much I thank you for this opportunity.

I hope you have had a pleasant vacation.

With best wishes, I am,

Very sincerely yours,

N.C. Newbold

State Director Negro Education.

* We have four boys, ages 13, 9, 5, 3.

July 30, 1921.

Director Residence Bureau,
Columbia University.
New York City.

My dear Sir:

It is my purpose to attend the winter session of Columbia University which begins September 28th, I think. I desire an apartment for my family consisting of three rooms with bath and kitchenette additional.

I applied first for quarters in Bancroft Hall. The Secretary to the Controller in Teachers College has advised me that there is no place available now in Bancroft Hall and has referred me to you. I do not desire expensive quarters, though I wish an apartment that will be comfortable and convenient, and would be pleased if possible to be located near some playground for my children. Will you please write me at once what you can offer me and what the prices would be per month?

I am asking friends of mine connected with the General Education Board at 61 Broadway to call on you if they find time. However, I shall be glad to hear from you without waiting for any action from them.

Very truly yours,

N. C. Newbold

State Director Negro Education.

NC 247

August 10, 1921

Mr. N. C. Newbold
% Dept. of Education,
Raleigh, North Carolina

My dear Mr. Newbold:

I have been in communication with the Director of the Residence Bureau, Columbia University, and understand they have sent you one of their regular forms to fill out, and that they cannot make any promises at all until September 15th, and then there will only be very little chance, as apartments are very scarce and unfortunately very high in the city of New York.

I would suggest that you come up to NewYork a week or so before your family, and I assure you we will offer all assistance possible.

Cordially yours,

EAB/EH. Financial Clerk.

NC247

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 8, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Sir:--

According to the action of the Executive Committee of the General Education Board, the State Superintendent is authorized to submit a supplementary report.

I have been requested to aid Mr. Wiley Blake Sanders, who received his Master's degree from the University of North Carolina last year and who served at the same time as Superintendent of Public Welfare of Orange County. He desires to attend Chicago University and make a special study of Institutional Care for Children, Child Psychology, Juvenile Delinquency, and other social and educational courses. He has just been in to see me and I believe it would be worth while to aid him to the extent of $500. I have made no definite promises, but have stated that I would take the matter under advisement. The State Board of Charities and Public Welfare has already employed Mr. Sanders for the summer and he is doing some very fine work, but he feels the necessity of taking further training. I shall recommend that an appropriation of $500, out of the $15,000 allowed, be set aside for this purpose.

I have just had a talk with Prof. H. T. Hunter of Wake Forest College and I am satisfied we should increase the allowance to him from $2,000

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. Abraham Flexner,

to $2,500, on account of the size of his family. He cannot make it on $2,000. We can live within our appropriation and do this.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC 247

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED AUG 22 1921 GENERAL EDUCATION BOARD

RECEIVED AUG 9 1921 GENERAL EDUCATION BOARD

August 8, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:--

We have about completed our program for providing special professional training for educational leadership in North Carolina. Prof. Hunter, Wake Forest College; Prof. George Howard, North Carolina College for Women; Prof. N. C. Newbold, State Department of Education; Prof. J. J. Blair, State Department of Education; Prof. A. M. Proctor, Wayne County Schools; and Miss Hattie Parrott, State Department of Education, have accepted our offer and are now making arrangements to take graduate work this coming scholastic year.

We have selected two Negroes but have not completed arrangements with them. We will hold conferences with both of these next week.

I have not yet found a suitable man for the supervision of physical education. It is probable that I shall defer this until the first of the year. The man that I have in mind cannot get released until perhaps that time.

In talking with these parties they are, of course, concerned about the first installment of this scholarship fund. I am anxious especially that we may be able to advance the amount for the first quarter before they leave the State. I think

EaB

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. Abraham Flexner. August 10, 1921.

this is only fair to them; otherwise they would have to borrow the money. I shall be very glad to learn whether it is possible for me to assure them that the first quarter can be advanced between September 1st and September 15.

I sincerely hope that your summer vacation will make you young again and that your health will be greatly improved.

With kind personal regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

August 10, 1921.

Dr. Abraham Flexner,
Magnetawan,
Ontario, Canada.

Dear Dr. Flexner:-

Here are two communications from Dr. Brooks of North Carolina which I do not at all understand. Will you kindly write Dr. Sage or Ernest telling them what shall be said and done in the premises.

I am off with Rose on Monday. The weather is so fine here that one hates to leave it.

Yours always truly.

WB/GMC

NC247

Magnetawan, Ontario, Canada

August 18, 1921

Dr.E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr.Brooks:

Dr. Buttrick has forwarded to me yours of August 8. I shall write Mr.Ernest Buttrick and ask him to send you immediately the first installment of the scholarship fund; the remaining installments will be forwarded quarterly in advance if this is agreeable to you.

As far as our resolution is concerned, there is no reason why, Dr.Buttrick and Mr.Arnett consenting, as I assume they do, you should not increase Professor Hunter's allowance from $2,000 to $2,500.

I do not believe that Mr.Sanders' work comes within the scope of our resolution since it was education in a technical sense rather than public welfare that we had in mind. In any case I should be unable to authorize this allowance without action by the Executive Committee and this unfortunately cannot be obtained until the middle of September.

With all good wishes,

Sincerely yours,

ABRAHAM FLEXNER

AF:ESB

NC 279

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, State Superintendent Public Instruction

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, Director
Miss ANNABEL PRATT, Secretary
G. H. FERGUSON, Assistant Director
W. A. ROBINSON, Supervisor of Teacher-Training and High Schools

W. E. CREDLE, Supervisor of Rosenwald Fund
Miss LILLIAN RAY, Stenographer
G. E. DAVIS, Supervisor of Rosenwald Buildings
Mrs. ANNIE W. HOLLAND, Supervisor of Elementary Schools

RECEIVED
AUG 22 1921
GENERAL EDUCATION BOARD

August 20, 1921

Mr. Ernest Buttrick,
61 Broadway,
New York City

Dear Mr. Buttrick:

Please let me thank you very sincerely for your efforts in the matter of securing living accommodations for my family in New York. I appreciate your suggestions and it seems to me now it will be necessary for us to go earlier than we had first expected in order to secure accommodations.

The Resident Bureau Director wrote that there might be apartments available about the tenth of September. I shall write again at that time and hope to be able to make some arrangements before going.

Any assistance you may be able to give us about that time will be very much appreciated.

Very sincerely,

N. C. Newbold

N. C. Newbold,
State Director Negro Education

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

4C247

August 25, 1921.

Dr. Abraham Flexner,
Magnetawan, Ontario, Canada.

My dear Dr. Flexner:—

for EaB

I wish to thank you for your letter.

I felt that it would be safe to allow Prof. Hunter $2500.00. He is a very worthy man.

Your decision in regard to Mr. Sanders is in line with my opinion of the matter. I shall communicate ~~his~~ decision to him.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
OCT 13 1921
ANSWERED

October 10, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N.Y.

My dear Sir:—

— to Fin. Dept.

I am sending you, enclosed, a memorandum of the scholarship fund to date. You will see that we have on hand a balance of $1,500.

I shall send to Professor Hunter $500 more by the first of November. You will recall that I wrote you concerning Mr. Hunter's expenses. The initial expense of moving to Harvard has been very heavy and in order that he may not be embarrassed, I shall send him the amount stated above. It was also agreed to allow him $2,500. This will leave our balance $1,000.

Mr. J. J. Blair will not take advantage of his scholarship until next spring. This is likewise true of the director of Physical Education and of William M. Cooper, of Smithfield, N. C.

I wish to ask for advice concerning Mr. Newbold's expense account which has been allowed heretofore. We, of course, are paying his salary as usual, but I have had no advice from you concerning his expense account. Our allowance from the scholarship fund is, of course, not equal to his expense account. I shall be very glad to have some suggestions from you concerning this item.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction

NC247

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 10, 1922.

Application Entered ✓
Blanks Recorded
Cards Prepared ✓
NEO.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Sir:--

I wish to take this opportunity to make a report to you of the expenditure of certain funds appropriated by the General Education Board for the following purposes:

1. Fellowships for advanced work— The General Education Board appropriated an amount not to exceed $15,000 to provide tuition and expenses for a limited number of men and women engaged in educational work in North Carolina in order that they may secure advanced special instruction for the purpose of equipping them more fully for their work in North Carolina. The following are the recipients of this fund and the amount allowed for each:

Mr. H. T. Hunter, Wake Forest College, is pursuing advanced work at Harvard - $2,500.

Mr. George Howard, County Superintendent of Edgecombe County and Professor of Rural Education in the North Carolina College for Women, now at Columbia University - $2,000.

Mr. A. M. Proctor, County Superintendent of Wayne County, now at Columbia University - $2,000.

Mr. N. C. Newbold, Director of Negro Education, State Department of Education, now at Columbia University - $1,000.

Miss Hattie Parrott, Supervisor of Rural Schools, State Department of Education, now at Columbia University (one-half year) - $500.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2...Dr. Wallace Buttrick.

Hugh V.Brown, Principal of the Negro Training School in Columbus County, now at Hampton Institute - $1,000.

Mr. J. J. Blair, Director of Schoolhouse Planning in the State Department of Education, will begin his studies in George Peabody College for Teachers about March first - $1,000.

This amounts to $10,000.

It is our purpose to provide for the training of about three negro women in summer schools this spring and summer to do special primary work for negroes next fall. It is quite probable that we shall send Mr. W. F. Credle, who is assistant in the Department of Schoolhouse Planning and who has charge of the Rosenwald buildings, to George Peabody College to study schoolhouse planning and school architecture.

The total amount, therefore, of this available fund which we shall use this year will not exceed $12,500.

I sincerely hope that the General Education Board will continue this appropriation of not exceeding $15,000 for next year. The results of this in the near future should have considerable value to North Carolina.

2. Supervision of High Schools — The General Education Board made an appropriation of an amount not to exceed $3,000 to be used in paying the expenses of Professors of Education in the several colleges of the State who aid the State Inspector of High Schools in supervising the high schools of the State.

This appropriation has made it possible for us to enlist the cooperation of all the standard colleges of the State in our efforts to improve high school instruction and standardize the secondary school. We have divided the State into eleven districts and each institution has taken over a limited number of counties. These are inspecting and aiding the principals of high schools in fifty counties which are so grouped as to reduce the traveling expenses. I feel quite sure that the $3,000 appropriated by the General Education Board will be amply sufficient to pay the expenses.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#3....Dr. Wallace Buttrick.

These Professors of Education work under the Inspector of High Schools and make their reports to this office. The following is the scope of their work:

a. An explanation of what constitutes an accredited or standard high school.

b. Changes needed with reference to the course of study especially in the smaller high schools.

c. The daily program- How to arrange and administer.

d. Inquiry into the equipment, especially with reference to laboratory work in connection with Science teaching and also with reference to library.

e. Conferences with teachers and county superintendents as to the improvement in instruction.

f. Discussion of consolidation of schools and transportation of pupils as a means of solving rural school problems and providing adequate high school instruction for all the children.

g. Suggestions for improvement of buildings and grounds.

From the standpoint of the inspectors themselves the work has been extremely interesting and helpful. The work in the colleges has been vitalized by the contact of the professors with the high schools in the various counties. As a result the colleges have seen the necessity of modifying their Departments of Education in order to meet the practical demands of the high schools.

I sincerely hope that this appropriation may be continued since, in my judgment, we are deriving larger returns from it than from the expenditures of any other like amount. I believe after two or three years we can safely take this amount out of our high school budget. But it is not wise to do so now.

3. Improving our teacher training institutions -- I wish especially to secure the interest of the General Education Board in our attempts to increase and improve our teacher

#4....Dr. Wallace Buttrick.

training institutions. The last General Assembly provided $15,000 to be used by the State Department of Education in creating teacher training departments in the private and denominational negro schools. This has had such a fine influence on these institutions and has so opened up a new avenue for the training of teachers that I am exceedingly anxious to extend this to the private and denominational institutions of the white race. These provide more than one-half the teachers of the State. They are living on contributions and endowments and for the most part their funds are too limited to permit them to increase the instructors in the Departments of Education. Here is the source of our teacher supply. If we can enlarge that we shall greatly increase the number of well prepared teachers.

If the General Education Board would make an appropriation of an equal amount, say $15,000, to be used by this Department in adding one instructor to each of the departments now established in the larger private or denominational schools, I believe we would be able to more than double the number of teachers that come from these institutions. Fifteen thousand dollars would not be enough to pay the full salaries of these teachers, but with this fund I believe the institutions would supplement the amounts sufficiently to meet the needs of these departments.

If we make a success of the State Appropriation for the negroes I believe within two or three years we can persuade the General Assembly to provide the same for the white institutions. One of the greatest needs in the State is to enlarge the sources of our teacher supply. We have a salary schedule that attracts the well prepared teacher. But the Departments of Education in the institutions that now supply and will continue for some years to supply over fifty percent of the teachers are not properly equipped to give the needed instruction. We need to get a higher type of teacher for these departments and with the aid of this fund I am confident I can reorganize the Departments of Education in all of these institutions.

Mr. Jackson Davis will report on other phases of the work carried on with the cooperation of the General Education Board.

The State recognizes the great good that is now derived from this cooperation and I wish you to know that we appreciate

Superintendent of Public Instruction
State of North Carolina
Raleigh

#5...Dr. Wallace Buttrick.

it because of the great good it is doing.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

February 16, 1922

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh
North Carolina

My dear Dr. Brooks:

Your letter of February 10 was duly received. My associate, Dr. Flexner, took the initiative in recommending the special appropriations for North Carolina. He is now in Europe, but it is expected that he will return in time to help us make up the docket for our May meeting. I much prefer to postpone consideration of your requests until he returns; in fact, our docket for the February meeting is already closed. Our next meeting is in May.

Trusting that this will be satisfactoy to you, I am

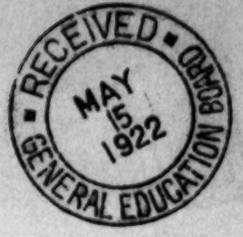
Very sincerely yours,

WALLACE BUTTRICK

WB/LFA

Doc'l NC 247

Superintendent of Public Instruction
State of North Carolina
Raleigh



May 12, 1922.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:--

I am sending you, enclosed, a memorandum showing the use of the scholarship appropriation from the General Education Board. This fund has been very valuable to North Carolina and I wish to take the opportunity again of thanking the Board for its generosity in this respect.

Mr. Hunter has been at Harvard for a year and has made arrangements to spend the summer.

Mr. George Howard, Mr. A. M. Proctor, and Mr. N. C. Newbold have been at Teachers College for the year.

Miss Hattie Parrott spend a half year there

Mr. Hugh V. Brown has spent a year at Hampton Institute.

Mr. J. J. Blair and Mr. W. F. Credle have spent the last quarter at George Peabody College for Teachers studying school architecture.

You will see that we have spent to date $9,500. We have a balance of $1,750. We shall not use all of the balance. There will be very little more of it used, unless we spend a part of it sending certain Negro women to school to study special school work this summer. I hope a similar appropriation may be available for next year and that we may know at an early date so that we can select the men and women as the beneficiaries of this fund.

Mr. Newbold will return to this office next year and so will Mr. Blair and Mr. Credle.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. A. F.

Mr. Hunter will return to Wake Forest College as Dean of the School of Education.

I hope to be able to bring Mr. Howard to this office but this is not definitely settled and I have not discussed the matter with him. However, I shall be in New York for about two weeks following the 22nd of this month, attending a meeting of the Finance Commission of the National Council of Education, when I shall see him.

Mr. Hugh V. Brown will return as principal of one or our training schools.

Mr. Proctor has not definitely decided what he will do. He is thinking of remaining at Teachers College until he secures his Doctor's degree, but his plans have not yet matured.

Miss Hattie Parrott returned to this office at the end of the first semester. She is now connected with this office, having special charge of the rural supervisors under Mr. Brogden.

I wrote you last winter while you were in Europe concerning this scholarship fund, asking for its continuance. As soon as we can know definitely whether it is to be continued I shall be glad to talk with you, Mr. Bachman and others of the General Education Board concerning its use.

With kind personal regards and best wishes, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

N.C.-247

June 21, 1922

MEMORANDUM

North Carolina Scholarships

At a meeting of the Executive Committee held July 1, 1921, the following resolution was adopted:

> RESOLVED, That in accordance with the action of the Board May 26, 1921 a sum not exceeding Fifteen thousand Dollars ($15,000) be, and it hereby is, appropriated to the State Department of Education of North Carolina for the fiscal year beginning July 1, 1921 for the purpose of carrying out the program outlined in a letter, dated June 29, 1921, from Superintendent Brooks with reference to providing special professional training for educational leadership in North Carolina.

Under date of February 10, 1922 a statement of the fellowship fund was made by Superintendent Brooks:

"Mr. H. T. Hunter, Wake Forest College, is pursuing advanced work at Harvard	$2,500
Mr. George Howard, County Superintendent of Edgecombe County and Professor of Rural Education in the North Carolina College for Women, now at Columbia University	2,000
Mr. A. M. Proctor, County Superintendent of Wayne County, now at Columbia University	2,000
Mr. N. C. Newbold, Director of Negro Education, State Department of Education, now at Columbia University	1,000
Miss Hattie Parrott, Supervisor of Rural Schools, State Department of Education, now at Columbia University (one half year)	500.
Mr. Hugh V. Brown, Principal of the Negro Training School in Columbus County, now at Hampton Institute	1,000
Mr. J. J. Blair, Director of Schoolhouse planning in the State Department of Education, will begin his studies in George Peabody College for Teachers about March first	1,000

This amounts to $10,000.

It is our purpose to provide for the training of about three negro women in summer schools this spring and summer to do special primary work for negroes next fall. It is quite probable that we shall send Mr. W.F. Credle, who is assistant in the department of Schoolhouse Planning and who has charge of the Rosenwald buildings, to George Peabody College to study schoolhouse planning and school architecture.

The total amount, therefore, of this available fund which we shall use this year will not exceed $12,500.

I sincerely hope that the General Education Board will continue this appropriation of not exceeding $15,000 for next year. The results of this in the near future should have considerable value to North Carolina."

This request was not presented to the General Education Board at its May meeting. It will be recalled that at the May meeting the General Education Board appropriated the sum of $50,000 for fellowships and scholarships during the fiscal year commencing July 1, 1922.

NC 247

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED
JUN 26 1922
GENERAL EDUCATION BOARD

June 23, 1922.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Bachman:--

I have just received your letter containing the rules governing scholarships and fellowships. I think the rules are very good.

I would like to ask one question about the "amount of stipend." You state that the maximum stipend for married persons is $166.00 per month, and for single persons, $100.00 per month. Do I understand this to be on a twelve months basis? In other words, a married man attending a University for the entire college year may receive $2,000, while single persons may receive for the entire college year $1,200.

I shall try to have all this matter in shape before the N. E. A., and will stop in New York to make final arrangements with Dr. Buttrick personally.

Please let me know at once what is meant by the "amount of stipend."

With assurances of best wishes and kindest regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

June 26, 1923

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

I hasten to answer your letter of June 23d. The monthly stipend of $166 for married persons and $100 for single persons covers the time in school only, and is not on a twelve months' basis. You will note, however, that this monthly stipend is in addition to tuition and registration fees and traveling expenses. For a ten months' school year a married person would therefore receive $1,666, plus registration and tuition fees and traveling expenses.

Sincerely yours,

FPB:T

NC 248 Division of Negro Education
1921-1924

GEB

Box 118 Folder 1014

Superintendent of Public Instruction
State of North Carolina
Raleigh

NC 278
GENERAL EDUCATION BOARD
RECEIVED
APR 25 1921
ANSWERED

April 22, 1921

Dr. Abraham Flexner,
61 Broadway,
New York City

My dear Dr. Flexner:

Just before we said goodbye at Newport News the other day I spoke to you about an outline I had made of plans for my division in the State Department of Education. You expressed a willingness to go over it and make such criticism as occurred to you. I am, therefore, enclosing a copy of this outline, and shall appreciate it very much if you and Dr. Buttrick will read it over carefully and give me the benefit of your judgment. This outline was dictated rather hurriedly and it may not go into sufficient detail to explain itself.

You will observe the outline of the expenditure for my division practically exhaust all of the State appropriation of $15,000.00, and that I have indicated a need for some aid from the General Education Board on the salaries of, perhaps, two of the field staff. After this request is formally made by Dr. Brooks, I hope your Board will aid us on these two salaries for the next two years. I feel sure, if we succeed in our division, that the General Assembly in 1923 will make an appropriation sufficiently large to take care of the employees in this branch of our work.

I hope you and Dr. Buttrick will be perfectly frank in any statement you make concerning this outline of my work.

Please let me say I have written Mr. Doerman and others at Hampton concerning our need for some place where additional educational and professional training may be secured by may of our young Negro leaders. I hope it is going to be possible for us to have this opportunity at Hampton. We always feel safe when Hampton places its approval upon any of the workers we need in the colored schools.

I was very glad to see you on your recent trip South.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
STATE DIRECTOR NEGRO EDUCATION

P. S. If you can let me have your views on this matter soon I shall greatly appreciate it.

Dictated by Mr. Newbold
but not read by him.

41/22/2 Elementary

Dept of Elementary

C248

OUTLINE OF UNITS OF WORK - DIVISION OF NEGRO EDUCATION.

I. TEACHER TRAINING.

a. Normal Schools (possibly Agricultural and Technical College)

b. Private and Church Schools.

c. County Training Schools and High Schools.

d. Summer Schools.

e. Winter Term Study Groups.

The institutions comprising the schools and agencies which compose this group are: (a) Three State Normal Schools and the Agricultural and Technical College. (b) eight or ten Private and Church Schools. (c) Twenty-one County Training Schools now, possibly twenty-five next year; three to five city High Schools. In all about forty institutions, including the summer schools (addition to) and winter study groups. We shall endeavor to promote teacher-training work in all these schools. In the county training schools and high schools we can, of course, begin this work only in a preliminary way. When the Divisiton of Negro Education is fully organized, it will be our plan to have one of our inspectors or supervisors visit each of these schools about on an average of once a month, at least four to six times during the school term and twice during the summer terms. This Unit is at present, perhaps, the most important in the Division of Negro Education.

We shall endeavor to make it possible for a teacher in service to make continuous progress toward greater efficiency by offering a combination of opportunities in Normal Schools, Private Schools, Summer Schools and Winter Study Groups. We are hoping we may make immediate progress: (a) In establishing standard Normal [illegible] courses at the Slater Normal, Winston-Salem, and add at least one year to the present courses at Elizabeth City and Fayetteville, if progress on the building programs will permit and there seems a real demand for such an addition: (b) Provide at Shaw University, and possibly at the Agricultural

and Technical College, courses for high school teachers and principals.

II. SCHOOL ORGANIZATION AND STANDARDIZATION.

a. Promote the establishment of high schools in towns and cities and make them standard in classification and courses of study.

b. Aid county superintendents, city supts supervisors and teachers to promote thorough grading and classifying in all elementary schools.

III. ROSENWALD SCHOOL HOUSE BUILDING CAMPAIGN. The magnitude of this problem will be seen from the following program: July 1, 1920 - June 30, 1921; (a) Clean-Up-Budget - total of 85 schools for which an appropriation of $38,500.00 has been made. Of this number 30 ~~35~~ have been completed and paid for, and 55 are under construction at this time. Most of these will be completed by June 30: (b) New Budget - a total of 40 with an appropriation of $34,500.00. Of this number seven have been completed and paid for, and twenty-six are being built and will probably be completed by June 30. Seven may go over until the next fiscal year: (c) Proposed Budget for 1921-22. County superintendents in twenty-two counties have already asked for aid as indicated on the attached sheet - a total of sixty-six schools. Many other superintendents not heard from will want aid. For the proper inspection of these schools, we need at least two full-time field workers. Even then many errors in construction will be made because our inspectors cannot get to them frequently enough.

IV. COUNTY JEANES INDUSTRIAL SUPERVISORS' WORK.

a. There are now forty-five counties employing these supervisors, and we shall probably have fifty counties next year.

b. The main features of their work are:

1. Supervise class room instruction.
2. To encourage and direct the teaching of simple home industries.
3. Help to improve school houses and grounds.
4. Teach sanitation and health.
5. Improve living conditions among the people.

V. MISCELLANEOUS.

a. Industrial work in ten town and city schools aided from the Slater Fund - $150.00 each.

b. Inspection of work in private schools aided by the Slater Fund, of which there are ~~twenty-one~~ 7.

c. Inspection of and classification of numerous small Baptist academies and high schools for Shaw University (By request of Shaw Trustees)

d. Inspection of courses of study in various private and church schools with the purpose of having these schools placed on the State accredited list. (These inspections are made by requests of the institutions.)

e. Complying with special requests for information on Negro education and other similar requests. (These are quite numerous.)

NOTE - The twenty-one county training schools are included in the first Unit - Teacher-Training Work. However, they constitute practically a separate unit in themselves when considered from the standpoint of their organization as graded and high schools - which is now their main function since very few of them have developed far enough to offer teacher-training. Our main problem in connection with them in the next few years, therefore, will be to assist in making them standard graded and high schools, help formulate courses of study, perfect the organization and aid in the building program at each place. The work with these schools is, to some extent, related to that of Unit III - High Schools and Standardization.

VI. EXPENDITURE OF MONEY INVOLVED IN THIS PROGRAM.

A. State Funds.

1. Normal Schools	
a. Buildings and improvements (two years)	$500,000.00
b. Maintenance (annually)	75,000.00
2. Summer Schools (including County aid)	20,000.00
3. Private Schools (teacher-training)	15,000.00
4. Jeanes Supervisors, about	10,000.00
5. Division of Negro Education	15,000.00

6. County training and high schools (to be decided upon)

B. General Education Board.

1. Summer Schools	$4,000.00
2. County Training Schools (dormitory and supplies)	12,000.00
3. " " " (teachers' salaries)	10,000.00
4. Salary of Rosenwald Inspector	1,500.00
Total	27,500.00

C. Rosenwald Fund.

1. Old Budget	38,500.00
2. New Budget	37,000.00

D. Jeanes Fund. 15,500.00

E. Slater Fund.

1. County Training Schools (teachers' salaries)	8,950.00
2. Town and City Schools	1,500.00
3. Private Schools	4,700.00

TOTAL -

State	$635,000.00
G. E. B.	27,500.00
Rosenwald Fund	75,500.00
Jeanes Fund	15,500.00
Slater Fund	15,150.00
GRAND TOTAL	$768,650.00

All these are specific appropriations and do not include large amounts appropriated from county and State Funds for county training schools, supervisors' salaries, building Rosenwald schools and the like.

7. Staff Needed to Develop this Program in Addition to Director.

1. White supervisor of teacher-training for Units I, II and part of V. [illegible]

2. Negro supervisor of teacher-training for Units I, II and part of V. These two supervisors would have a tremendous job developing especially Unit I in the program above and in giving it frequent supervision.

3/ White Rosenwald Building Agent for Unit III and to assist in Units II and V.

4. Negro Rosenwald Building Agent for Unit III and to assist in Units II and V.

5. Negro woman to direct work in Unit IV and to aid in Units II and V.

These workers are all needed now, and I hope we can provide for them at the earliest possible date.

VII. OFFICE WORK.

Assuming that Miss Pratt and Miss Kay are to have charge of this, I would make some such general division as follows:

1. Miss Pratt to be in charge of the office as Secretary or Clerk; to see that all correspondence and other matters that may demand our attention shall be promptly handled; to keep a careful suspense file and bring matters thus held up to my attention at the proper time; to bring all such delayed questions to me persistently until they are settled; to have general oversight of all files, records, reports, etc., to assign certain portions of the mail and other work to Miss Kay, to take dictation from Mr. Brogden whenever he is ready and attend to his correspondence as heretofore until further plans are made; also to do work for my first assistant whoever he may be.

2. Miss Kay. Have charge of, read, acknowledge, copy and forward all Jeanes reports; county training school reports, special teacher-training reports, etc. To reply to letters assigned directly or by dictation from Miss Pratt; to take dictation from Mr. Brogden, my first assistant and me; to have charge of the necessary book-keeping in the office; make up reports, progress letters, etc., file letters, reports and special publications.

IX. MONEY NEEDED TO PUT THIS PROGRAM THROUGH.

1. Office.

a. Miss Pratt, April 1 - June 30, 1921 -

State $40.00
G.E.B. 100.00 - $140.00 per month.

July 1. and after $150.00 per month.

b. Miss Wray - April 1 - June 30, 1921 - $115.00 per month;

July 1st and after - $125.00 per month.

c. Office Supplies.

1. New typewriter and table or desk.
2. Filing devices.
3. Desk for white supervisor of teacher-training and Mr. Attmore.
4. Larger desk for myself.

X. FIELD STAFF.

a. White Supervisor for teacher-training.

Salary	(1) State		$3300.00
	(2) G. E. B.	$300 or	500.00
	(3) Expenses (State)		1800.00

b. Negro Supervisor for teacher-training.

(1)	Salary	2400.00
(2)	Expenses	1500.00

c. White Rosenwald Building Agent.

Salary and Expenses -

(1)	State	2500.00
(2)	G. E. B.	2500.00

d. Negro Rosenwald Building Agent.
Salary and expenses paid as now by Rosenwald Fund and State.
$1800.00 from each source should be secured, the State's part of this salary to be paid out of the special appropriation for promoting the building program.

e. Negro Jeanes State Supervisor.
Salary and expenses -

(1)	Jeanes Fund	1600.00
(2)	State	1250.00

SUMMARY - To be paid from $15,000.00 for Division of Negro Education.

1. White supervisor for teacher-training	$ [illegible]
2. Negro State supervisor	[illegible]
3. White Rosenwald Agent	2500.00
4. Negro Jeanes Supervisor	1250.00
5. Stenographer	1500.00
	$ 15,000

NOTE - Miss Pratt to be paid as now - G. E. B. and special Fund for promoting school house building.

XI. AID FROM OTHER SOURCES.

1. G. E. B.

(a) Director's salary and expenses

(b) Special aid for ~~winter~~ white supervisor teacher-training $500 or 2500.00

(c) Aid for white Rosenwald agent 1200.00

(d) Miss Pratt's salary (Send String)

2. Rosenwald Fund.

(a) Salary and expenses ~~negro~~ Rosenwald Agent 1800.00

3. Jeanes Fund.

(b) Negro Jeanes State worker 1600.00

TOTAL $7600.00

April 25, 1921

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

I am answering yours of the twenty-second on the train. It reached me this morning and I am dictating this reply on my way to Baltimore.

Of course anything that comes from Dr. Brooks and you will be very thoughtfully considered by Dr. Buttrick and the Board. I am going to ask Bachman, who knows the North Carolina situation better in detail than I do, to give me his reaction. I am sure that will have influence in our office.

With all good wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

4/22/21

NC24

SUGGESTED OUTLINE FOR A DEPARTMENT or Division OF NEGRO EDUCATION

I. Superintendent or Director.

II. Staff.

1. Field Service (two white and three negro) (a) Part-time assistant Rosenwald Building Campaign. He also assits in establishing county training schools. Now gives only about one-fourth time to this service. We need him for full time. Present incumbent T. B. Attmore. Amouht present salary and expenses paid by General Education Board $1500.00. Would require about $2500.00 from State Funds for full employment.

(b) Full-time expert assistant for inspecting county training schools, high schools, normals, church and private schools, summer schools and particularly in the organization of the courses of study in these institutions. No one now employed - a white man is needed for this place.

(c) State Jeanes Supervising teacher. Her duties are (1) Visit the assistant county Jeanes teachers in forty-five counties; (2) Visit and aid principals and instructors in county training schools, of which there are now twenty-one; (3) Visit and aid town and city schools which now get aid from the Slater Fund for industrial work. There are ten of these at present; (4) Visit and give such assistance as possible to church and private schools which receive aid from the Slater Fund for teacher-training or industrial work; (5) Inspect each of the summer schools and make confidential reports on work being done; (6) Aid the various counties in plans for training teachers now in service while they are actually engaged in teaching. Mrs. Annie W. Holland (Negro) now fills this position. Practically all her salary and expenses are paid by the Jeanes Fund, the balance being paid by the State Teachers' Association for the present.

(d) Full-time Assistant for Rosenwald School Buildings and other duties as follows: (1) Aid communities in establishing high schools; (2) Give assistance in standardizing graded and high schools - rural and urban; (3) Assist in organizing and directing teacher-training in the summer schools and during the winter school terms. Present incombent Dr. G. E. Davis (Negro) Salary and expenses paid jointly by the Rosenwald Fund, State Funds and State Teachers' Association.

(e) Expert Assistant. Inspection work similar to that outlined under (b) No one now employed for this position. A Negro man or woman is needed.

2. Office Assistants. (a) Secretary; (b) Assistant for stenographic and clerical work.

III. Some such organization as outlined above would, if properly directed, be able to correlate and coordinate the various efforts and enterprises, public and philanthropic, in behalf of Negro education in the State.

For instance - consider the single matter of teacher-training: It ought to be possible for a single directing organization to work out plans by which the training schools, high schools, Normal schools, summer schools, winter extension courses and the like, would each, in some measure, dove-[redacted] into, and supplement the work of the others. At least it seems possible that this all-important phase of the work could be so correlated that a considerable part of the lost motion now existing would be eliminated.

In the same or a similar way such a united organization ought to develop the whole field of Negro education.

NOTE - With such an organization as has been indicated it would be possible for one of the field workers, for instance, to look after practically each detail of the work in any given community - thus saving the expenses and enabling the field force to cover the whole subject in more places in a given time.

NC248

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
MAY
2
1921
ANSWERED

April 28, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York City.

Dear Dr. Flexner:

Thank you very much for your letter of April 25th dictated on the train from New York to Baltimore.

I am afraid you misunderstood my purpose in sending you the outline. We shall appreciate anything the General Education Board will do in a financial way to help put that program through. However, what I wished more than anything else is your conviction as to the workableness of my plan. I shall be very glad also to have Dr. Buchman's reaction on it. We shall hope to decide on this plan or some modification of it within the next week or ten days. For this reason I shall be glad to have your criticism as early as you find it convenient.

With best wishes, I am,

Very sincerely yours,

N. C. Newbold

State Director Negro Education.

Dictated by Mr. Newbold
but not read by him.

N-R

May 2, 1921

Mr. N. C. Newbold
State Director Negro Education
Raleigh, North Carolina

Dear Mr. Newbold:

Thank you for yours of the 38th.

I understood that what you wanted was my opinion about the soundness of your program. I was too busy at the moment to think about it; so I sent your letter to Bachman to get his "thinks" first. I will let you hear promptly.

With warmest regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF:BLA

nc248

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA
RALEIGH

May 2, 1921.

Dr. Abraham Flexner
61 Broadway
New York, N. Y.

My dear Dr. Flexner:-

A few days ago I requested Mr. Newbold to prepare a careful statement showing the needs; (1) of the county training schools; (2) Assistance for the field staff in the Division of Negro Education; (3) aid to Negro State Normal Schools; and (4) aid to the Indian Normal School.

I am sending you enclosed, Mr. Newbold's statement and I wish to endorse it for your consideration in the strongest terms.

The request for aid in developing the county training schools is about the usual amount appropriated annually to this state.

You are aware of the Division of Negro Education created by the last General Assembly. It carries an appropriation of $ 15,000. But this is hardly sufficient for our immediate needs if we organize this department in the most effective way. We would be greatly benefitted by securing funds in addition to what t State has appropriated, for the employment of a full time white building agent to help promote schoolhouse construction, and to supplement the State funds in paying the salaries of supervisors of teacher training.

The greatest need just now is for funds to aid in equipping the Negro State. Normal Schools. As Mr. Newbold states, if we can spend Five Hundred Thousand dollars in buildings and can secure funds for equipment, we shall be able to place the Negro Normal Schools on a very high plane and I think we shall exceed anything in the South.

2... Dr. Abraham Flexner.

Mr. Newbold has called your attention to the mistake made when the Negro Normal Schools were turned over to the State Board of Education. There is now a deficit of about $16,000. We should like very much to have funds to meet that deficit, in order that we may not have to draw from our communal appropriation, which has been increased more than one hundred percent. Of course this is to meet an emergency just for this year.

I call your attention also to the need of the Indian Normal School. Your Board has never sided us in building this institution and I shall appreciate very much the consideration of your Board in this matter.

With kind personal regards, I am,

Very sincerely yours,

(Signed) E. C. Brooks.

State Superintendent of Instruction.

May 5, 1921

Honorable H. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

I have yours of the second enclosing Mr. Newbold's memorandum. I shall bring this up for consideration with Dr. Buttrick and Dr. Sage, as soon as they return to the city about the end of next week.

Very sincerely yours,

(Signed) Abraham Flexner

AF/EMB

NC248

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA
RALEIGH

May 2, 1921

Dr. E. C. Brooks
Raleigh, N. C.

Dear Dr. Brooks:

Complying with your request of a few days ago, I am enclosing a summary of the requests we have made to the General Education Board. These are as follows:

NEW REQUESTS

L. Aid for developing a few county training schools as given below:

(a)	Bertie County Training School - for shop and equipment	$	$ 375.00
(b)	Anson County Training School - aid toward the equipment and furnishing of the new training school building		1,500.00
(c)	Columbus County Training School - for various kinds of equipment		450.00
(d)	Gates County Training School - for desks, black boards and industrial equipment for the new building		2,000.00
(e)	Greene County Training School - for desks, blackboards and industrial equipment for new building		1,000.00
(f)	Brunswick County Training School - for desks, blackboards, and industrial equipment for new building		2,000.00
(g)	Wake County Training School - for furniture, plumbing and other equipment in girls' dormitory		2,500.00
(h)	Harnett County Training School - for school furniture of all kinds, industrial equipment for large new twelve room school building		3,500.00

I wish to state that buildings have already been begun in Brunswick, Anson and Gates Counties; that an architect has been secured to prepare plans for the large new Harnett County Training School. Plans are being drawn for the new dormitory at the Wake County Training school, and we have the assurance that plans are being perfected for the new Greene County building.

RENEWAL REQUESTS

(a) Pitt County Training School - dormitory $ 5,000.00
(b) Hyde County Training School - desks, blackboards and industrial equipment for new building 1,500.00

These two are practically renewal requests for amounts that had previously been appropriated and cancelled because the buildings for various reasons could not be constructed last year.

2. Aid for salaries of field staff for Division of Negro Education.

(a) To aid in employing full-time white building agent to help promote school house building - (Requested annually for two years) 2,500.00

(b) To supplement state appropriation for supervisors of teacher-training (Requested annually for two years) 500.00

State funds have been appropriated to duplicate the amount of the first request and to the extent of at least $3,000.00 for the second.

3. Aid for Negro State Normal Schools.

(a) The State has made available $500,000.00 for buildings and improvements at the three schools. This will be divided about equally according to the needs of the three schools by order of the State Board of Education, making available about $166,000.00 at each school.

If the General Education Board will help us in the purchase of furniture and all necessary equipment needed to furnish the new buildings and, perhaps, refurnish some of the old buildings , it will enable us to use all our State appropriations for actual construction; thus making it possible to get more of the needed buildings at this time. As you know , the Governor has already directed to proceed with this building program. Because of this , if the General Education Board will indicate that they will make an appropriation , and about the amount, we could then proceed to employ architects to make plans for the use of the full amount of State Funds; otherwise we should be compelled to make provision in our plans to pay for both buildings and equipment from State Funds. It will probably require from $100,000.00 to $150,000.00 to equip the three Normal School plants as they should be after the new buildings have been constructed. This is a two year building program, but we should want to make building plans to use all the money this year since the need at these institutions is so great.

(b)

(b) We have indicated to the General Education that, because of an error made in the recent Legislature, and a consequent failure to appropriate sufficient money to take care of the maintenance expenses until June first, this year, there will be at that time as nearly as we can forecast it now, a deficit of $16,869.03 for the three Negro Normal Schools. Any assistance the General Education Board might see fit to give on this deficit would enable us to use all our next year's appropriation for teachers' salaries and other maintenance expenses, and thereby make it possible to extend the work very much beyond its present status.

4. Indian Normal School.

(a) We requested in a former Communication $5,000.00 from the General Education Board to help in buildings and repairs at this Normal School as a part oft the total outlay of $12,000.00. the other $7,000.00 to be secured from State Funds. We want to build at this place a four -teacher practice school, remodel the present main building and repair the dormitory. This expenditure would probably make the plant then fairly adequate to meet the needs until the next State Legislature convenes in 1925

(b) On July first there will be a deficit at this school for maintenance of $770.56

I shall appreciate it if you will bring this statement directly to the attention of Dr. Flexner and Mr. Jackson Davis.

With best wishes, I am

Very sincerely yours,

(Signed) N. C. Newbold

STATE DIRECTOR NEGRO EDUCATION

nc248

May 5, 1921

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

Dr. Gregg was in the office day before yesterday and we talked over your suggestion that some of your people who need advanced opportunities might go to Hampton. Dr. Gregg is of the opinion that the enlarged normal course will provide them with what they need and unless their previous training has been more thorough than it usually is, I suspect that Dr. Gregg is right. Would it not be worth your while to ascertain exactly what the new normal course proposes, in order to find out whether your people cannot select from it precisely the things which you regard as most useful for them.

With warm regards,

Sincerely yours,

ABRAHAM FLEXNER

AF/ESB

N.C 248

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 7, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York City.

My dear Dr. Flexner:

Dr. Gregg wrote me a few days ago, suggesting that we might find the opportunities we want for some of our people at Hampton.

I am confident this is true. However, there is a phase of the question which I suppose might be designated negro Psychology that we are willing to consider. You perhaps know that there is abroad in the land a spirit among many negroes that Hampton's opportunities for higher training are very limited, and that it is more--shall I say, respectable?--to go to some institution where at least higher sounding titles may be sought. Please understand that I am not approving this condition of things but merely stating that such a condition exists. I suppose we have no right to blame these colored people for this attitude of mind. We all know where they got it from.

I am thoroughly convinced that for the present most of our people can get just what they need at Hampton and I want to assure you that I am going to urge them to go there. There are a few, however, who ought to have real college training. This is the question which I raised with Dr. Gregg. If I could say to the negroes that Hampton has developed a thorough college course in addition to its high school and normal work, this announcement would take care of the peculiar psychology which I have mentioned above. I am sure both you and Dr. Gregg will understand the point I am making and that under no circumstances whatever is my interest or devotion to Hampton lessened. I thank you very much for your suggestion.

With kind personal regards, I am,

Very sincerely yours,

N C Newbold.

State Director Negro Education.

May 9, 1921

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

Thank you for yours of the 7th.

I appreciate the psychology of the situation, but we might make a mistake by yielding to it too far. Can't you tell our colored friends that Hampton is going to develop Advanced opportunities in Normal work? I should avoid the word "college" because all its train fall Latin, Greek, and other subjects not calculated to advance real education.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF:ELA

Superintendent of Public Instruction
State of North Carolina
Raleigh

N.C. 2148
GENERAL EDUCATION BOARD
RECEIVED
MAY
13
1921
ANSWERED

May 11, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York City.

My dear Dr. Flexner:

When we were at Hampton, you suggested that I write Mr. Doermann about the matter of higher training for some of our leaders. I did so and have the enclosed reply from him. I am delighted that his view so thoroughly accords with my own.

If I seem to be pushing this matter too vigorously, I hope my friends who are most concerned will forgive me. To me, it seems to be a very important question.

With kind personal regards, I am,

Very sincerely yours,

N C Newbold

State Director Negro Education.

N-R

May 13, 1921

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

Many thanks for yours of the eleventh! I am veryglad to see that you and Mr. Doermann are getting together only I should under no circumstances call the Hampton affair a normal college. I should call it The Hampton Training School for Teachers. Mr. Doermann is comparatively new to Negro education and does not yet realize the potentialities for mischief contained in the word, "college", when it is applied to Negro schools. I am sure you see the point and I shall be happy if you would explain it to Mr. Doermann. On the essence of the problem, namely, the importance of providing gradually improved facilities,we are of one mind.

With best wishes,

Sincerely yours,

ABRAHAM FLEXNER

AF/ESB

nc248

COPY

The Hampton Normal and Agricultural Institute

Hampton, Virginia

The Normal School
Henry J. Doermann, Director

May 6, 1921

Mr. N. C. Newbold
Raleigh, N. C.

My dear Mr. Newbold:

Your letter of April 22nd awaited my return from a two weeks' scouting trip for teachers. I hasten to give you my own personal reaction because it seems to me that you are presenting a problem which Hampton must frankly solve, or go on record as having turned down the most strategic avenue of service that will come to her.

Since becoming more acquainted with Negro Education it has seemed to me that the high school was a problem of <u>today</u> and not some far away tomorrow. I have taken the ground that Hampton must very rapidly develop into a Normal College - more specifically still; that Hampton ought to at once begin to grow into the Teachers College for the Negro. Such a program has sounded etherial to many of our faculty, and you would be much surprised to know where some of the most subtle opposition comes from. Your specific problem and need seems to offer an entering wedge into an attitude which has been repeatedly saying that there was no demand for the kind of training such a school would give.

It seems that I will have to go to Chapel Hill in the very near future, before May 20th; I wonder whether we could get together so that I could have a little more specific information before putting the matter up to the Administrative Board. I am convinced that we could offer the kind of courses you desire with but slight additions to our staff next year; and that the service that we could thus render could be broadened and developed until we have actually become the instrument which can be counted upon to fill the need for better trained administrators and

teachers for our rapidly growing schools.

If you should approve of the idea of a conference and could suggest a date, preferably between May 18-20 incl., I should be very glad to meet you.

I am sorry that your letter has gone so long unanswered but I am giving it first attention upon my return.

Yours very sincerely,

(signed) HENRY J. DOERMANN

NC 748
GENERAL EDUCATION BD.
RECEIVED
JUN 16 1921
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

June 14, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:--

I should have answered your letter in detail earlier but I have been waiting until I could fix a time when I could go to New York to talk with you about matters contained in your letter.

The State Board of Education has authorized us to complete the Division of Negro Education and we hope to have this division functioning fully by the fall.

You are correct in saying that the Supervisor of Rosenwald Buildings should work in cooperation with the Director of Schoolhouse Planning. The Director of Schoolhouse Planning, Mr. Blair, has supervision of plans and specifications and location of buildings. The Supervisor of Rosenwald Buildings superintends to a certain extent the construction of buildings in addition to approving plans. It is our purpose that Mr. Blair shall have general supervision over the entire Division of Schoolhouse Planning, but it will be impossible for them to divide the State in such a way that one may supervise one part of the State and one another part of the State because the work of the two will be different. However, it is our purpose that they shall not duplicate visits wherever it is possible for one to perform the entire work of supervision.

Mr. Newbold is having this week the meetings of the board of trustees of the three Negro Normal Schools. As soon as he makes his round we shall than be able to divide the building fund in such a way as to proceed at once with our construction.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. Abraham Flexner.

It is my purpose later to call together the heads of the Departments of Education of the several institutions for the purpose of outlining very definite plans for the supervision of the high schools this fall.

I expect to go to Des Moines the first of July. It is my desire to see you in New York either the last of June or about the 8th or 9th of July. Of course if neither of these dates is satisfactory I would like to arrange a later date before you take your summer vacation.

Very sincerely yours,

E. C. Brooks

32 State Superintendent Public Instruction.

June 16, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks:

I have received your letter of the fourteenth and in reply have wired you as follows:

> "Happy to see you about the end of June. Will be out of city on my vacation after July first. Do not return until middle of September."

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED
JUN
30
1921
ANSWERED

June 28, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York City, N. Y.

Dear Dr. Flexner:

I am enclosing herewith copy of a letter which I have just written to Dr. Gregg. This will explain to you our difficulty in North Carolina in the matter of opportunity for adequate training for Negro teachers.

I hope this will reach you in time so that you can confer with Dr. Brooks about it while he is in New York.

With best wishes, I am,

Sincerely yours,

N. C. Newbold

N. C. Newbold.
State Director Negro Education

June 30, 1921

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

Thank you for a copy of your letter to Dr. Gregg.

Dr. Buttrick, Dr. Brooks, Dr. Dillard, Dr. Bachman and I have been talking over your problem and are going to try to arrange a conference with Dr. Gregg and Dr. Phenix within the next few weeks.

Very sincerely yours,
ABRAHAM FLEXNER

AF/EHB

Copy

June 28, 1921.

Dr. James E. Gregg,
Hampton Institute, Va.

My dear Dr. Gregg:

It has been my purpose for some time to write you fully about the situation which I have mentioned once or twice before in letters to you and others at Hampton. An explanation of the situation will relieve our difficulty. I wish to make especially three definite points.

1. Our State Certification laws require graduation from Standard A Colleges and some special professional training for high school principals' certificates, and at least two years of standard college work, plus professional training for a high school teachers certificate.

At the present time, as you know, we are making very earnest efforts to develop high schools for Negroes in North Carolina. At present, we have very few principals or instructors, who are prepared to meet the requirements as outlined above. There are a number of old teachers, and some who are still young, who have completed their education in institutions with standards not higher than high school. Many of these, of course, under the provisional certification, were granted high school teachers' and high school principals' certificates. We cannot depend upon very many of these to initiate and develop the needed high schools. We plan this summer to conduct a Principals' Summer School at Shaw University. This will be an opportunity for us to make a sort of inventory to find out as accurately as we can, the quality of material we have to work with in this field. There are about one hundred town and city schools in North Carolina, besides many large rural and village schools. By conservative estimate, we need, I believe, ten to twenty new principals annually. Our problem, of course, is where to get these men and women who have had training of sufficiently high grade to entitle them to certificates in our North Carolina system. Applications are coming to us from many parts of the country, North and South. Will we be wise to accept many of these people, about whose training we know nothing, or shall we lower our standard of certificate to accommodate Negro teachers? We would be very happy to have men trained in the Hampton type of college field, with the Hampton spirit.

2. Several of the men now at the head of our State Institutions are old men, and in the very near future, they will want to be relieved of their present burden. We shall want, and will need, well trained men to succeed them. If we could begin now to select a few successful Hampton trained men, let them go back there and get higher academic and professional training, thus continuing their education under the same influence, they would then be in a position to do the work we want them to do, and at the same time, command the respect and confidence of the most prominent Negroes in the State, many of whom have been educated in higher institutions elsewhere. Besides, they would be able to wield the right kind of influence by virtue of their positions as heads of these State Institutions.

3. We have now in one of our Training Schools a splendid Hampton teacher, doing excellent work. If she were a white teacher, the certificate she holds, by virtue of her training, would entitle her to $95.00 a month. She actually receives $125.00 a month, the extra $30.00 being made possible by a fund contributed from sources outside the State. Her graduation from Hampton a few years ago, when the standard there was four years of high school work, entitles her to the type of certificate she holds. This teacher's status raises, among other questions:

(a) Shall we by State law create two types or standards of certificates, it being understood in this case that the negro teachers cannot have the same opportunities or the same standard of training as the white teachers?

(b) Because of this inability, or lack of opportunity of the Negro teachers to get the same grade of training as the White teachers (if that be admitted), shall the State pay the Negro teachers the same salary having the lower grade certificates, as it pays the White teachers having the higher grade certificate?

(c) Shall we follow this to its logical conclusion and settle the question definitely by law, that is, that the Negro does not and cannot, therefore, ever hope to get to the point where he can have an equal opportunity with the white man for the best in education?

The three illustrations above will give you some idea of our situation in North Carolina. These matters

seem to be vital to us and we feel that they are urgent.

It appears that our State laws, and I am frank to confess, that these laws are just, will force us to secure from some source, men and women who are adequately trained to fill the positions that are even now vacant, and the other vacancies which are surely going to increase in numbers. I can name several institutions which offer requisite academic college education, but is the product they send out just what we want? Fortunately, the best Negro leaders in our State agree with the best White leaders that the Hampton type is what we want. In a letter from Mr. Blodgett a few days ago, in which he was writing me concerning the new college work in agriculture, offered at Hampton, he stated that Mr. Buttrick said if Hampton was to offer agricultural work of college grade, let it be college work of the Hampton type. This is what I am hoping will be done for the teachers, and I may add, that just now it appears that the need for teachers in a broad territory in the Southland, is greater even than the standard college training for agricultural teaching of college grade, as great as that is.

It has occurred to me that it would be better to have this written statement reach you for your consideration before I have an opportunity to talk the matter over with you in person, which I hope to do some time this week.

With kind personal regards, I am,

Very sincerely yours,

N. C. Newbold

State Director of Negro Education.

nc248

Department of Public Instruction
Raleigh, North Carolina

June 29, 1921

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

My dear Dr. Flexner:

I wish to offer the following program for 1921-22, for providing special professional training for educational leadership in North Carolina:

1.	Professor Hunter, estimated expenses for one year,	$2,000
2.	Mr. George Howard, estimated expenses for one year,	2,000
3.	Mr. N. C. Newbold, estimated expenses for 1/2 year,	1,000
4.	Miss Hattie Parrott, estimated expenses for 1/2 year,	1,000
5.	Mr. J. J. Blair, estimated expenses for 1/2 year,	1,000
6.	Mr. A. M. Proctor, estimated expenses for one year,	2,000
7.	A Director of Physical Education, to be named later, estimated expenses for one year,	2,000
8.	Two Negroes for principalship of normal schools or high schools, estimated expenses for one year,	2,000

Professor Hunter is in charge of the department of education of Wake Forest College and needs additional training. He will return to Wake Forest College as head of the department of education of that institution. Wake Forest College trains a large number of high school teachers and principals annually -- perhaps more than any other private school in the state.

Mr. Howard is temporarily teaching in the North Carolina College for Women. He is one of the best county superintendents in county-wide planning and consolidation of schools in the state. It is our purpose to bring him back to North Carolina either as a county superintendent or as an assistant in the State Department of Education in the organization and consolidation of schools.

Mr. Newbold, Miss Parrott, and Mr. Blair are already members of the State Department of Education, and of course will return to their respective positions.

Mr. A. M. Proctor is one of the leading county superintendents, and will, perhaps, return to his county.

The Director of Physical Education is to be appointed as soon as we can train a man for that work. I am disinclined to select a man for this work until we can be sure that the man we need has the personality and the academic training that will be necessary in this responsible position. The last General Assembly made an appropriation of an amount not to exceed $15,000 for this work.

We are greatly in need of at least two Negroes to place at the head of two of our normal schools. We shall continue our present program until we are able to secure the right kind of Negro leaders. It is our desire to select two Negroes already in service in North Carolina and give them this additional training.

The estimated expense of the above program is $13,000. This leaves us a margin of $2,000 from the maximum appropriation of the General Education Board for the purpose. It is probable that I shall wish to submit a supplementary report later, utilizing this margin of $2,000.

I wrote you fully concerning the State Inspector of Rosenwald Buildings. It is our purpose that he shall serve under Mr. J. J. Blair, Director of Schoolhouse Planning, but it will not be wise to divide the state into two distinct parts, giving to each a separate territory, because their duties to some extent overlap. However, it is our purpose to reduce this overlapping as much as possible. We shall not have two authorities in the state in independent control of the erection of schoolhouses, but, as I said above, the general supervision will be in charge of Mr. Blair.

Sincerely yours,

C. C. Sparks

Re Mr. Highsmith, State Agent for Secondary Education in North Carolina

---

Allowance for 12 mos. (1920-1921) $1200.00

This allowance used in 10 mos. (covering only in part April expenses) $1200.00

(Spent at an average of $120.00 per month)

Add'l needed for April $ 45.62
Total " " May 138.79
Total necessary for Apr.& May $184.41

Total needed for June 175

Making amount to be Approp $359.41

Balance in the hands of Mr. Highsmith from 1919-1920 carried in the advance a/c of 1920-1921 :

Balance carried over June 30, 1920 $410.21

Accounted for on Oct.11,1920 Apr.,May & June Expenses 241.34

Leaving balance due us of $168.87

15.54 Short
184.41

Note: On account of having this balance from 1919-1920 Mr. Highsmith has been able to cover practically all of his expenses through May ($184.41 more than allowed for the year, see above), but it would simplify our bookkeeping to have Mr. Highsmith send us the balance due from last year, viz.$168.87, and if it would be agreeable for us to send the entire amount to be appropriated ($184.41 plus June expenses) if we could learn this amount immediately (could a wire be sent?), it would enable us to close both 1919-1920 and 1920-1921 in one transaction before we close our books June 30th.

Department of Public Instruction
Raleigh, North Carolina

June 29, 1921

Dr. Abraham Flexner
General Education Board
New York City

My dear Dr. Flexner:

I have your notice that Mr. J. H. Highsmith, the State Supervisor of High Schools, has exceeded his expense account for this fiscal year, the total amount allowed having been utilized by the first of May.

In view of the fact that traveling expenses have increased very materially within the past year, and also in view of the fact that the demand on our department for assistance has greatly increased, I shall appreciate it very much if the General Education Board will allow a sufficient amount to meet Mr. Highsmith's expenses for the current year.

Sincerely yours,

E. C. Brooks

ne248

July 1, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr. Brooks:

At a meeting of the Executive Committee of the General Education Board held today the officers presented your letter of June 29, 1921, regarding your program for providing special professional training for educational leadership in North Carolina. I have pleasure in stating that the following action was taken:

> "RESOLVED, That in accordance with the action of the Board May 26, 1921, a sum not exceeding Fifteen thousand Dollars ($15,000) be, and it hereby is, appropriated to the State Department of Education of North Carolina for the fiscal year beginning July 1, 1921, for the purpose of carrying out the program outlined in a letter, dated June 29, 1921, from Superintendent Brooks with reference to providing special professional training for educational leadership in North Carolina."

At the same meeting the officers presented your letter regarding the assistant to Mr. Blair, Director of Schoolhouse Planning. The following action was taken:

> "RESOLVED, That the sum of Two thousand five hundred Dollars ($2,500) for each of two years, commencing July 1, 1921, be, and it hereby is, appropriated to the State Department of Education of North Carolina for the employment of an Assistant to the Director of Schoolhouse Planning in said State Department of Education."

The officers also presented your letter, dated June 29, 1921, requesting an additional appropriation for traveling expenses of Mr. J. H.

Highsmith for the year ending June 30, 1921. The following action was taken:

"RESOLVED, That an additional sum not exceeding Three hundred sixty Dollars ($360) be, and it hereby is, appropriated to the State Department of Education of North Carolina for traveling and other necessary expenses of a State Agent for Secondary Education in North Carolina during the fiscal year ending June 30, 1921."

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

nc248

THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE

HAMPTON, VIRGINIA

BOARD OF TRUSTEES

WILLIAM HOWARD TAFT, PRESIDENT
FRANCIS G. PEABODY, VICE PRESIDENT
CLARENCE H. KELSEY, VICE PRESIDENT
GEORGE FOSTER PEABODY
CHARLES E. BIGELOW
ARTHUR CURTISS JAMES
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SAMUEL C. MITCHELL
W. CAMERON FORBES
ALEXANDER B. TROWBRIDGE
CHESTER B. EMERSON
JAMES E. GREGG
ROBERT R. MOTON
HENRY WILDER FOOTE
HOMER L. FERGUSON

GENERAL EDUCATION BOARD
RECEIVED
JUL 9 1921
ANSWERED

JAMES E. GREGG, PRINCIPAL
GEORGE P. PHENIX, VICE PRINCIPAL
FRANK K. ROGERS, TREASURER
WILLIAM H. SCOVILLE, SECRETARY

OFFICE OF THE PRINCIPAL

July 7, 1921

Dear Doctor Flexner:

I am much obliged for your letter of the 2d. I shall look forward to seeing you in the autumn, and hope that you will have the best kind of a vacation in Canada. It would seem to be an ideal place for Dr. Dillard to be sequestered in. Did we tell you that we voted in the Jeanes Board to send a copy of our resolution directing him to take not less than two months rest to Mrs. Dillard? That ought to do something to tie him up to his duty. As you suggest, we shall all be glad to do what we can to help him to be careful of himself.

Mr. Newbold has talked with me, and with others, of our staff here concerning the need which is being felt in North Carolina for additional training of the right type to be given to colored teachers of superior ability. Mr. Doermann, the director of our Normal School, expressed some months ago his wish that we might be able to offer a four-years' teacher training course comparable to that of a good teachers' college. I should be glad to see this come into being just as soon as we have the means to do the work honestly and adequately. I judge that something of this sort would go far to meet the North Carolina situation. Should you say that this would be the right kind of plan and ought we to contemplate giving a degree

of some kind to those would complete such a four year's collegiate course? If this were done it would enable us with some consistency to give a degree to men completing the agricultural collegiate course. Evidence seems to be accumulating that the lack of such documentary recognition is likely to prove a serious handicap to the success of this course. Personally, I feel much as I think you do about degrees, but if white people as well as colored will insist upon them, State educational authorities included, what are we going to do?

Always sincerely yours,

James E. Gregg

Principal

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

July 9, 1921

Dr. James E. Gregg
Hampton Institute
Hampton, Virginia

Dear Dr. Gregg:

Your letter of July 7 to Dr. Flexner was received this morning. I am delighted to know that the Trustees of the Jeanes Fund are insisting that Dr. Dillard shall have a long vacation. Unless he does take this vacation, I fear that the years of his service may be shortened.

I have read with great interest what you say about conditions in North Carolina and your proposal to do some work that will advance the character of the training of the teachers. Dr. Brooks, the state superintendent of North Carolina, wired me yesterday saying that he was prepared to meet me at Hampton next week to discuss this very question. Since Dr. Dillard and you are to be away, I wired him that it was best to postpone it, and I suggest that you shall get into communication with Dr. Brooks to ascertain whether he can come at a time when Dr. Dillard could be there to confer with you. I would be willing to run down also.

With warm regards, I am

Very sincerely yours,

WALLACE BUTTRICK

WB:ESB

NC248

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. E. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

RECEIVED SEP 1 1921

August 24, 1921.

Dr. Wallace Buttrick,
61 Broadway,
New York City.

My dear Doctor Buttrick:

We have not had the pleasure of a visit from you in North Carolina for sometime. Dr. Brooks and I have planned what we believe is going to prove a very important conference for leaders of the Negro race in North Carolina, to be held here in Raleigh September 15th. The conference will probably continue two or three days. I am enclosing copy of the circular letter which we are sending to these representatives of the different groups in the state, and also copy of the tentative program.

We are hoping very much that you will find it possible to be with us on this occasion. Your presence would encourage and stimulate all of us. If you feel inclined to talk to the conference, we shall be very happy. If you prefer not to do that, we shall be very glad to have you anyway.

Noted for Mr. Flexner

Perhaps both you and Dr. Flexner can come. Please let him know that this is a personal invitation for him also.

With kind personal regards, I am,

Very sincerely yours,

N. C. Newbold

OF NEGRO EDUCATION
C. NEWBOLD, DIRECTOR
ABEL PRATT, SECRETARY
ERGUSON, ASSISTANT DIRECTOR
OBINSON, SUPERVISOR OF
CHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. E. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

Aug. 26, 1921.

My Dear Sir:

We have planned a conference of the leading Negroes of the State to be held in Raleigh, Shaw University, September 15, the first session to convene at eleven A. M. that day.

The conference is to be composed of representative educators, ministers, business men, doctors, lawyers, representatives of lodges and secret societies, womens' clubs, Y. M. C. A. and Y.W. C. A., representatives of Northern church and private boards interested in Negro education, editors and others. We hope at this time to bring to gether Negroes representing all the various groups of that race in our population. The conference will probably continue in session two or three days. There are several very vital matters which should be discussed with the Negro population throughout the State, and we believe such a conference as we have planned will be the medium through which we can furnish information to the leaders, who in turn will disseminate it throughout the State. North Carolina has made some advance in education and other matters for Negroes and we believe the people at large ought to be speedily informed of the great steps that have been already undertaken and the plans for the immediate future.

We extend you an invitation to attend this conference and to have a part in the deliberations. We hope you will come prepared to make constructive suggestions for helping your people, and all people, in North Carolina to make of it a better State. We are enclosing a suggested program. We have made an effort to include in the membership of this conference all the leaders referred to in this letter. If you know of any individual in your community who has not been invited and who should be, please give us the name and address.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction

N. C. Newbold

State Director Negro Education

SUGGESTED PROGRAM FOR CONFERENCE OF
NEGRO LEADERS OF NORTH CAROLINA
SEPT. 15, 1921.

Shaw University, Raleigh, N. C.

---

1. A fairly complete outline of North Carolina's program for Negro education - state and local.

2. As a sort of corrollary to that: The opportunity this program affords Negro leaders to promote a campaign of encouragement and good-will among their people throughout the State.

3. The real high school situation as it applies to the Negro race in North Carolina.

4. The State's distinct efforts to train teachers in normal schools, private schools, summer schools, county training schools, etc.

5. The State's new certification laws, and the salary scale.

6. The present status of Negro teachers in North Carolina - demand and supply.

7. Higher education.

8. Any other matters deemed advisable or necessary.

September 8, 1921

Mr. N. C. Newbold
c/o Department of Public Instruction
Raleigh, North Carolina

My dear Mr. Newbold:

In Dr. Buttrick's absence on vacation, permit me to acknowledge your letter of August 24, which will come to the attention of Dr. Buttrick promptly upon his return next week. We do not expect Dr. Flexner back at the office before the middle of the month, so it is hardly probable that he would be able to accept your kind invitation, of which he will, however, be informed.

Very truly yours,

Lillian Adams
Secretary to
Dr. Buttrick

LFA

September 6, 1921

Mr. N. C. Newbold
c/o State Department of Public Instruction
Raleigh
North Carolina

Dear Mr. Newbold:

Your letter of August 24 I find on my return from my outing. It would be a great pleasure to go down and attend your Conference if it were possible for me to do so. In the absence of so many of my associates I find it necessary to stay closely at the office. I have taken but a very short vacation.

Again thanking you for your kind invitation, and congratulating you that you are to have such a conference, I am

Most cordially yours,

WALLACE BUTTRICK

WB/LFA

NC 248

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

January 22, 1923.

GENERAL EDUCATION BOARD RECEIVED JAN 24 1923

Doctor Wallace Buttrick,
61 Broadway,
New York, N. Y.

Dear Doctor Buttrick:-

Thank you for your letter of January 18th. This is just a line to let you know we are not attempting anything religious in our plans for conferences about which I wrote you on January 15th. The supreme purpose of these conferences is educational. I am confident such conferences would help to move forward our program for better things in North Carolina.

I understand fully your position and I know you will do whatever you can for us.

With best wishes from all of us, I am,

Very sincerely,

N. C. Newbold

Cr C248

Program of Educational Conference
Shaw University
Raleigh, N. C.

Opens November 3rd, 11 A.M., continuing through November 4th.

1. Devotional - Dr. J. L. Peacock
2. Address of Welcome - Mayor T. B. Eldridge
3. Introductory Remarks - Mr. N. C. Newbold
4. Address - Dr. E. C. Brooks
5. Open discussion
6. Summer Schools - Mr. G. H. Ferguson
7. General Plans of Rosenwald work - Mr. W. F. Credle
8. Cooperation of White and Colored People in Rosenwald Program - Dr. G.E. Davis
9. County Training Schools and Private High Schools -, Prof. W.A. Robinson
10. Work of Jeanes Teachers in rural elementary schools - Mrs. Annie W. Holland
11. Address - Dr. Wallace Buttrick
12. Address - Mr. Trevor Arnett
13. State Certification Scheme - Mr. A. S. Brower
14. Standardization of High Schools - Dr. J. Henry Highsmith
15. Brief Addresses:

    Dr. W. S. Rankin, State Health Officer, Raleigh, N. C.
    Dr. L. B. McBrayer, Director of Bureau of Tuberculosis, Sanatorium, N.C.
    Mr. T. E. Browne, Director of Vocational Education, Raleigh, N. C.
    Mrs. Kate Burr Johnson, Commissioner of Charities and Public Welfare, Raleigh
    Dr. W. P. Few, President Trinity College, Durham, N. C.
    Rev. Edgar H. Goold, Principal St. Augustine's School, Raleigh, N. C.
    Professor M. C. S. Noble, University of North Carolina, School of Education, (Chapel Hill, N. C.
    Mr. H. E. Fries, Chairman Board of Trustees of Slater Normal, Winston-Salem
    Dr. W. L. Poteat, President Wake Forest College, Wake Forest, N. C.
    Mr. E. P. Wharton, Greensboro, N. C.
    Professor N. W. Walker, University of North Carolina, School of Education, (Chapel Hill, N. C.
    Mr. Wm. Anthony Aery, Publication Secretary, Hampton Institute, Hampton, Va.
    Mr. R. W. Miles, Secretary of Commission on Inter-Racial Cooperation, (Richmond, Va.
    Professor Howard W. Odum, University of Chapel Hill, School of Public Welfare, (Chapel Hill, N.C.
    Professor Henry J. Doermann, Director of the Normal School, Hampton Institute, (Hampton, Va.
    Mrs. T. W. Bickett, State Board of Health, Raleigh, N. C.
    Hon. W. N. Everett, Rockingham, N. C.
    Mr. Fred L. Brownlee, Secretary of American Missionary Association, (New York, N. Y. (and others)
16. General Discussion

NC248

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
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State of North Carolina
Raleigh

A. T. ALLEN, STATE SUPERINTENDENT PUBLIC INSTRUCTION

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G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

October 12, 1923.

RECEIVED
OCT 15 1923
GENERAL EDUCATION BOARD

Mr. H. J. Thorkelson
General Education Board
61 Broadway
New York, N. Y.

My dear Mr. Thorkelson:

We have not heretofore had the pleasure of having you attend any of our public meetings. We are to have a conference with our Jeanes teachers and principals of county training schools November first and second. Possibly on November third we shall have a State-wide conference on Negro education. We are extending to you a most cordial invitation to attend these conferences. I hope nothing will prevent your being here.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N/F

October 23, 1923

Mr. N. C. Newbold, Director,
Division of Negro Education,
Department of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Newbold:

I am very much in doubt as to whether I can attend the conference of Jeanes teachers on November first and second, but if possible I will do so. This afternoon I am expecting a call from Mr. Ferguson, who has written once or twice but whom I have been unable to see, as I have just returned from another trip of two weeks in the South.

Yours very truly,

H. J. THORKELSON

HJT/CW

NC248

Department of Public Instruction
State of North Carolina
Raleigh

A. T. ALLEN, STATE SUPERINTENDENT PUBLIC INSTRUCTION

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF NEGRO RURAL SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

October 17, 1923.

Mr. Trevor Arnett
New York City

My dear Sir:

Since the last annual conference on Negro education held in Raleigh November 3 and 4, 1922, the State has appropriated more than one million dollars for Normal Schools and the A. & T. College; three of the normal schools graduated their first regular professional classes; a fourth normal school has been established; one of our private colleges has been given Standard "A" College rating; the value of Rosenwald schools has passed well beyond the million dollar mark; seven additional Negro high schools were placed on the accredited list, four public and three private, now twenty-four in the State; and other encouraging things have been done.

It has been suggested that November 3 will be a good time for this year's conference, and that it meet in Raleigh as formerly. We hope you will make your plans to attend this conference.

A report outlining the year's progress will be made, and the committee appointed last year by the Negro leaders attending the conference will also most likely have an interesting report on cooperation between the State and the private schools. Doctor D. C. Suggs, President of Livingstone College, is chairman of this committee, and Dean W. S. Turner of Shaw University is secretary. A number of influential and worth while people of both races will be present. These will come from North Carolina and other parts of the country.

On November 1 and 2 the Jeanes teachers and principals of county training schools in North Carolina will meet at Shaw University, Raleigh, for a two-day's conference. Doctor James H. Dillard and other friends will attend that conference. If you are interested you are invited to come to Raleigh for these conferences also.

Will you suggest some topics for discussion in our State-wide conference on November 3, 1923?

With best wishes,

Very sincerely,

N C Newbold

N/F

State Director Negro Education

NC 248

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

October 25, 1923.

Mr. H. J. Thorkelson
General Education Board
61 Broadway, N. Y.

My dear Mr. Thorkelson:

Your letter of October 23 has just been received. I am writing again to express the hope that you will be with us at our conference on November first and second and plan to stay on November third when we will have the State-wide conference on Negro education. I shall be very happy to have you attend both these conferences. If you can spend only two days, be with us on the second and third if you can.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

N/F
Enc.

Letter reserve room for us at the Yarborough Hotel.

NC248

OF NEGRO EDUCATION

C. C. NEWBOLD, DIRECTOR
NABEL PRATT, SECRETARY
ERGUSON, ASSISTANT DIRECTOR
OBINSON, SUPERVISOR OF
EACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

RECEIVED
OCT 27 1923
EDUCATION BOARD

October 17, 1923.

Dr. H. C. Newbold, Director,
Negro Education,
Department of Public Instruction,
Raleigh.

My dear Sir:

Since the last annual conference on Negro education held in Raleigh November 3 and 4, 1922, the State has appropriated more than one million dollars for Normal Schools and the A. & T. College; three of the normal schools graduated their first regular professional classes; a fourth normal school has been established; one of our private colleges has been given Standard "A" College rating; the value of Rosenwald schools has passed well beyond the million dollar mark; seven additional Negro high schools were placed on the accredited list, four public and three private, now twenty-four in the State; and other encouraging things have been done.

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A report outlining the year's progress will be made, and the committee appointed last year by the Negro leaders attending the conference will also most likely have an interesting report on cooperation between the State and the private schools. Doctor D. C. Suggs, President of Livingstone College, is chairman of this committee, and Dean W. S. Turner of Shaw University is secretary. A number of influential and worth while people of both races will be present. These will come from North Carolina and other parts of the country.

On November 1 and 2 the Jeanes teachers and principals of county training schools in North Carolina will meet at Shaw University, Raleigh, for a two-day's conference. Doctor James H. Dillard and other friends will attend that conference. If you are interested you are invited to come to Raleigh for these conferences also.

Will you suggest some topics for discussion in our State-wide conference on November 3, 1923?

With best wishes,

Very sincerely,

N/F

State Director Negro Education

October 30, 1923

Mr. N. C. Newbold, Director,
Division of Negro Education,
Department of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Newbold:

If there is any possibility of my being able to attend your conference I will wire you. Just at present I do not see how I can possibly do this.

Yours very truly,

H. J. THORKELSON

HJT/GW

NC248

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, State Superintendent Public Instruction

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, Director
MISS ANNABEL PRATT, Secretary
G. H. FERGUSON, Assistant Director
W. A. ROBINSON, Supervisor of Teacher-Training and High Schools

W. F. CREDLE, Supervisor of Rosenwald Fund
MISS LILLIAN RAY, Stenographer
G. E. DAVIS, Supervisor of Rosenwald Buildings
MRS. ANNIE W. HOLLAND, Supervisor of Elementary Schools

NOV 19 1923
GENERAL EDUCATION BOARD

November 16, 1923

Doctor Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Rose:

Eleven years ago last May a conference was held in the former offices of the General Education Board on one of the upper floors of the Whitehall Building, Battery Park, New York. Attending that conference were three persons. Two of them, shall I say, arch-conspirators? - were yourself and Doctor Buttrick, the other a young North Carolinian.

Though it has been so long time ago, the latter remembers very distinctly the vision of service and usefulness to his native State which was then laid before him. The opportunities which have come in the intervening years have more than justified the prophecies made by the conspirators. How well or how ill these opportunities have been used is a part of the history of the decade just past, and are subject to the judgment of others, not the present writer.

With this much of reflection upon the past, rather impersonally expressed, please let me at once be more specific.

Nearly all of the decade that has passed since I actually began work in this field, June 1923, you have been at work in a different field. We have had the pleasure and joy of having Doctor Buttrick with us a few times. Each time he has inspired and encouraged us. Through his influence, and that of other officers, the General Education Board has contributed thousands of dollars to our work in North Carolina. How well that money has been used can be better told by some one other than myself. However, I can, with becoming propriety say, that whatever success has been achieved in promoting Negro education in North Carolina would have been almost impossible without the wisdom and financial assistance of the General Education Board and its official family.

OF NEGRO EDUCATION

C. NEWBOLD, DIRECTOR
ABEL FRATT, SECRETARY
RGUSON, ASSISTANT DIRECTOR
BINSON, SUPERVISOR OF
ER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

Under the circumstances which have surrounded you, it has not been possible for you to obtain firsthand information on our work. We have not had a visit from you in the ten years. Now that you are President of the General Education Board, and directly allied with and interested in the field of Negro education, we hope to see you here this fall.

As before stated the General Education Board has rendered invaluable service to our State and to our civilization. There are other ways by which the Board can conserve what has been done, and project further this field of effort into the life and consciousness of our people.

I am asking that you and Doctor Buttrick plan a trip to North Carolina, and that you come to stay long enough to look over what has been done, and help us plan for the future. If you can spare them we would be happy to have Mr. Davis and Mr. Thorkelson to come with you, and any other of your associates who can come.

I am sure State Superintendent Allen will be happy if you can arrange for the visit suggested.

With best wishes,

Very sincerely,

N. C. Newbold

N. C. Newbold,
Director.

November 22, 1923

My dear Mr. Newbold:

Your kind letter of November 16 is received. I am sorry that it will not be possible for me this fall to visit North Carolina. Since last March I have found it necessary to give most of my time and attention to the newly organized International Education Board program. I am sailing on Saturday, the 24th, for Europe, where about four months will be spent in making contacts necessary for the advancement of our new activities.

It is my expectation after my return, when the new work is somewhat under way, to make a point of getting in close touch with the activities of the General Education Board. I shall then expect to go south and see at first hand the results of your splendid work in North Carolina.

Thanking you for your cordial invitation, and with all good wishes,

Very sincerely yours,

WICKLIFFE ROSE

Mr. N. C. Newbold, Director
Division of Negro Education
State Department of Public Instruction
Raleigh, North Carolina

WR/LPA

A C 248

DIVISION OF NEGRO EDUCATION

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

December 5, 1923.

RECEIVED
DEC 7 1923
GENERAL EDUCATION BOARD

Mr. H. J. Thorkelson
General Education Board
61 Broadway
New York, N. Y.

Dear Mr. Thorkelson:

It was with deep regret that we learned of your inability to attend the Conference on Negro Education in North Carolina, November third.

The program included the enclosed reports, which we feel sure you will read with interest. These reports give a summary of the work that has been accomplished and a rather comprehensive idea of the objects in view.

Thanking you for your cooperation,

I am

Very sincerely yours,

Pearl Faulkner

Stengorapher.

Enc.

December 20, 1923

Mr. N. C. Newbold, Director,
Division of Negro Education
Department of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Newbold:

Miss Faulkner was kind enough to send me the report covering your conference on Negro education on November third. I have read this over with a great deal of interest and wish to congratulate you on the statement of principles and progress which you have so clearly outlined.

With kindest personal regards and best wishes of the season, I beg to remain,

Very truly yours,

H. J. THORKELSON

HJT:CW

NC 248

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

March 20, 1924

RECEIVED
MAR 24 1924

Doctor E. C. Sage,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Sage:

You are more or less familiar with the fairly rapid strides the state institutions for Negroes in this State have been making the past three or four years. With what has been spent and with what is now being used at these institutions for buildings and improvements, a total of more than One Million Dollars will have been expended in such development. Largely increased appropriations for maintenance have enabled us to employ the best qualified instructors to be found. This development is having a rather depressing effect upon the private and church schools. Several of the best prepared instructors in these institutions have come into the state work. I have on file in my office applications from several others now working in these schools who desire to enter the service of the State.

Under these circumstances you can well imagine that the private schools will have a difficult time to maintain their position in our educational scheme. We need most of these schools in our efforts to educate the Negro people of North Carolina.

Since I have a fairly intimate knowledge of the whole situation, I am making some investigation to find out what can be done to help these schools out of their dilemma. To get as nearly as possible exact information from the schools which seem to us worthy to live, we have prepared an information sheet which many of the schools have already filled and returned to my office.

I am bringing this matter to your attention in the hope it may be possible for the General Education Board to participate some way in helping to strengthen these schools. You will note from the information sheet that I am asking what might be possible from the organization which controls the individual school as well as from the Negro people belonging to that group in the State. I shall be very glad to have a statement from you in connection with this undertaking.

VISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

You will know, I am sure, that this situation is rather a reversal of history as in former years the private schools had all the advantage. These schools have been so willing to cooperate with us in our whole field of effort that I am unwilling for them to suffer if I can do anything to aid them.

I shall soon have a conference with the leaders of these schools and try to work out some plan by which we can carry forward a definite campaign for the needed assistance.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

Information about Negro Private Schools in North Carolina.
February 1924

1. Name of School_____Location_____

2. Name of President or Principal_____

3. Grade of Instruction:

a. College (A or B or C)_____

b. Normal School_____
(Junior College)_____

c. High School_____

1. Standard_____

2. Non-standard_____

d. Any Elementary Department_____

e. Enrollment by Departments:

1. Elementary (a) boys_____(b) girls_____

2. High School_____

3. College_____

4. Church or private control?_____

5. Name of Church Controlling_____

6. Controlled by Board of Trustees?_____
or by special church department?_____

Local or absentee_____

7. No. acres of land in site_____

a. Part suitable for playground_____

b. Part suitable for agricultural projects_____

8. No. buildings_____

a. Brick_____

b. Wood_____

c. No. class-rooms_____

9. Value of land_____

10. Value of buildings and equipment_____
11. Annual cost of operation_____

12. Amount of annual income_____

Sources of income: (a) Permanent_____amount_____

(b) Other sources and amounts_____

13. Approximate amount spent on improvement last two years_____

Name improvements_____

14. Other funds now available for further buildings or improvements_____

_____

15. Have you any fairly definite prospects of small or large gifts in the next two or three years for: a. Buildings and Improvements_____

b. Annual operation expenses_____

16. If so, are you willing to name the prospective donars, and the amount?____

_____

17. In view of this State's rapid development of educational institutions for Negroes, is the development of your institution urgent at this time? If so, will you indicate something as to these needs in a specific way_____

_____

a. Buildings and other improvements:

1. Immediately_____

2. Within a period of five or ten years_____

b. Increased annual income for operating expenses_____

1. Immediately_____

2. To take care of growth that may reasonably be expected within five and ten years_____

18. If it can be definitely shown that there is need for rapid development of your institution, if it is to maintain its place of usefulness to the Negro people in North Carolina, do you believe it will be possible to get largely increased contributions from:

a. Your church or private board of control?_____

b. Your Negro clientele in North Carolina_____

19. Does your school function in any special way in the community; i. e. Do you have lecture courses, Chatauqua, or do you aid in other ways of community developments; If so, how_____

March 31, 1924.

Mr. N. C. Newbold,
State Department of Education,
Raleigh, North Carolina.

My dear Mr. Newbold:-

Returning to the office, I find your letter of March 20th which was duly acknowledged by my secretary. Probably you haven't heard that for the past few months I have been giving my attention to a specific inquiry. Matters relating to institutions for Negroes are now being handled by our Mr. Thorkelson, to whom your letter will be referred.

Very truly yours,

ECS/GMC

NC-248

April 2, 1924.

Mr. N. C. Newbold,
Department of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Newbold:-

Dr. Sage has referred to me your letter of March 20. I shall be very glad indeed to ascertain the result of the study you are making of private negro schools in North Carolina and also to discuss the matter with you at your convenience, for I feel sure that the action taken by the Board will be more effective if based on such a study as you are now undertaking.

With kindest personal regards, I am

Yours very truly

HJT'HLE.

ar C 248

DIVISION OF NEGRO EDUCATION

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

April 4, 1924

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Thorkelson:

Thank you for your letter of April second.

I shall be very glad indeed to make a fairly complete report of the private school situation in North Carolina after we have a conference here with the leaders on April twelfth. Many of these schools are now in an embarrassing position and I certainly hope something may be done to help them. They will be continually useful to our work in North Carolina.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

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RECEIVED
APR 25 1924
GEN'L EDUC. BD.

April 23, 1924.

Doctor Wallace Buttrick
General Education Board
61 Broadway
New York, N. Y.

My dear Doctor Buttrick:

Any word of encouragement from you is always stimulating to everyone in this office. We are delighted that you are pleased with the Progress Letter.

Hoping that you are still well and hearty, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

N/F

nc-248

April 21, 1924

Dear Mr. Newbold:

I have been reading your Progress Letter of April 6th with high satisfaction. The information is interesting, well organized and most informing. I congratulate you and your associates on the splendid work you have done and are doing.

Affectionately yours,

Wallace Buttrick

Mr. N.C. Newbold
Department of Public Instruction
Raleigh, North Carolina

WB:KEO

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RECEIVED MAY 24 1924 GENERAL EDUCATION BOARD

May 21, 1924

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Thorkelson:

Sometime ago I wrote you about efforts we are making to secure further assistance for the church and private Negro schools in North Carolina.

Not long ago we asked a number of the heads of these institutions to come to the office for a conference and quite a number of them came. I went over with them in detail somewhat our ideas about this whole matter and those present seemed very much encouraged and hopeful that aid might be secured to help keep their schools alive and up to reasonable standards. Among those present were representatives from three or four colleges, three or four other schools that are to be developed into junior colleges in the next few years, and a few high schools. Some of these high schools will in the course of four or five years be absorbed into the public school system, but for that length of time they will be very much needed to help carry on our educational program, and a few of them are in rather straightened circumstances. In general, our plan will include the prospect of receiving some help from the following four sources:

1. From the church and private organizations which own and control these schools.

2. From the Negro groups which are represented by the different schools as to denominations/

3. From the General Education Board

4. From individuals or groups who may be found somewhere in the country who may be willing to take an individual schools as a project and help to develop it in cooperation with the three other agencies just mentioned.

DIVISION OF NEGRO EDUCATION

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As an illustration of this, a Northern woman has undertaken to build up what was formerly Biddle University, now Johnston C. Smith University. She has contributed considerable sums already for new buildings and for equipment. As an illustration of what also may be expected from the several sources mentioned above, within the last two weeks the conference which supports Livingstone College at Salisbury voted an appropriation of one-half million dollars as an endowment for that institution; that is, they voted to guarantee an annual income from that much money for maintenance and up-keep.

As yet our plans are, of course, immature due to a number of causes; namely, my own lack of time to help in organizing necessary data and bringing together necessary facts that will be needed in the campaign which we hope to undertake later. As you know, two of the members of this Division have had the good fortune to be away on scholarships this year. This has greatly added to the work which I usually have to do myself and made it impossible for me to undertake very definitely and in detail so important a project as that I have only briefly described above.

I am sending you this letter now in the hope it may reach you in time to discuss it at least briefly with the General Education Board, not with a view of getting any definite action at this time, but rather to secure the interest of the officers and members of the Board in a general way.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

May 29, 1924

Mr. N. C. Newbold, Director,
Division of Negro Education,
Department of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Newbold:

Thank you very much for your letter of May 21st regarding Negro education. I am sending you some sheets from our docket which indicate the principles on which we are operating at the present time and I know you will be pleased to see how closely they accord with your statement. I still hope that I shall have an opportunity to discuss these matters more at length with you.

Very truly yours,

H. J. THORKELSON

HJT:GW

NC 248

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

October 1, 1924

	F. P. B.	OCT 3 1924	FPB	Oct. 5/24
	W. R.		WR	
	W. B.		WBr	
	A. T.		ATr	
	H/T		HT	

Doctor Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Bachman:

Among other things, we are now working on plans for the development of one of our Negro Normal Schools into a Four-Year Standard Teachers' College. We must have some place where we can train high school principals and high school teachers. We are having quite a bit of discussion here what is wise to do in this matter. I am wondering if you could possibly come and spend a week with us so as to go over the whole situation and give us the benefit of your wisdom and wide experience in such matters?

Please let me say also we are having our State-wide Conference on Negro Education November 10th and 11th, and following that is the Jeanes Conference at Fayetteville on November 12th and 13th. We would be very happy to have you attend both these conferences.

Please let me know if you can come and help us on the Normal School and Teachers' College matter, and also if you can attend the conferences referred to.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N.. C. Newbold,
Director.

October 8, 1924

Dear Newbold:

If a convenient time can be arranged, I shall be delighted to come down and spend a week working and learning with you. There are a number of problems connected with the development of a teachers' college for Negroes. I have been through these recently at Frankfort and Hampton, and probably before I can come to North Carolina I shall have been over the same field in connection with the A. and I. College in Tennessee. I cannot at this time fix on a date, but certainly I can get down some time before Christmas, if this will be satisfactory to you.

Sincerely yours,

FRANK P. BACHMAN

Mr. N. C. Newbold
Department of Public Instruction
Raleigh
North Carolina

FPB:T

N C248

DIVISION OF NEGRO EDUCATION

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TEACHER TRAINING AND [illegible]

Department of Public Instruction
State of North Carolina
Raleigh

[illegible], STATE SUPERINTENDENT PUBLIC INSTRUCTION

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	W.R. OCT 8 1924	WR	10/3/24

October 1, 1924

Doctor Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Rose:

You may recall I wrote you about a year ago suggesting that since you had a hand in tying me up with this job you should come down and see how things were going. At that time you found it impossible to come because of a trip to Europe.

We are now planning for another State-wide Conference on Negro Education to be held at Shaw University in Raleigh November 10th and 11th. I certainly hope you can arrange to be with us at this time. I am glad to tell you we have a tentative promise from Mr. Rosenwald to be here at that time.

Following the State-wide Conference on Negro Education here in Raleigh we expect to have our annual Conference of Jeanes Supervisors at the State Normal School at Fayetteville on November 12th and 13th. We would be delighted to have you attend this conference also.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

October 4, 1924

My dear Mr. Newbold:

Thank you for your letter of October 1, telling me of the Conference on Negro Education which you are planning to hold at Shaw University on November 10 and 11. I should like very much to attend these meetings with a view to getting in touch with the work. It is not clear just now whether I shall be able to do so. I will write you a little later when it is possible to see my way somewhat more definitely.

C. L.

With all good wishes,

Very sincerely yours,

WICKLIFFE ROSE

Mr. N. C. Newbold
Division of Negro Education
Department of Public Instruction
Raleigh, North Carolina

WR/LFA

NC 243

DIVISION OF NEGRO EDUCATION

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

October 1, 1924

Doctor Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Flexner:

It has been a long time since you have made a trip to North Carolina. We have never had the pleasure of your presence at one our State-wide Conferences on Negro Education. The conference this year will be held November 10th and 11th here in Raleigh. I certainly hope you can find it possible to come this time. We have a statement from Mr. Rosenwald it may be possible for him and Mrs. Rosenwald to be here. May we expect you?

Following the State-wide Conference on Negro Education we expect to have our annual Conference of Jeanes Supervisors at the State Normal School at Fayetteville on November 12th and 13th. We would be delighted to have you attend this conference also.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

October 7, 1924.

Dear Doctor Newbold:

I do wish I might accept your invitation to be present at your conference November tenth and eleventh. I know I have been very bad these last few years, but when one spends almost three years writing a book, how is one to keep up with one's other interests and duties? The book is now passing through the press and I must keep in reach in order to correct the proof. Moreover, about the date you mention collides with preparation for our Board meeting. You will see from this account that I am not declining your invitation out of indifference. I have just no other course open to me.

With all good wishes to you and your family,

Sincerely yours,

ABRAHAM FLEXNER

Doctor N. C. Newbold
Department of Public Instruction
Division of Negro Education
Raleigh, North Carolina

AF:DEC

NC248

	H. J. T.	OCT 3 1924	

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
G. O. MUDGE, ACTING ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

A. T. ALLEN, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS PEARL FAULKNER, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
P. H. HUFFY, SUPERVISOR OF CONSTRUCTION

October 1, 1924

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Mr. Thorkelson:

For a long time we have been hoping to have you visit North Carolina without that hope so far being realized.

We are having our annual Conference on Negro Education in Raleigh November 10th and 11th. I hope you can arrange to come to this conference and spend two or three days with us, or longer, either before or after the conference. I would love to talk with you about some additional work in our normal schools. We have come to the point where one of these institutions must be advanced to that of a Four-Year Teachers' College, or we must plan for some other institution to meet this need. Please let me know if you can come.

Following the State-wide Conference on Negro Education we expect to have our annual Conference of Jeanes Supervisors at the State Normal School at Fayetteville on November 12th and 13th. We would be delighted to have you attend this conference also.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

October 7, 1924.

My dear Mr. Newbold:

Thank you very much for your letter of October 1st. I should be delighted to come to your conference, but unfortunately we have a conference of the Board on the 10th and 11th, so that I will be unable to come to Raleigh. I still hope that I will have time to sit down for a long conversation with you regarding your work and the future as you view it.

With kindest regards, I am

Yours very truly,

H. J. THORKELSON

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, N. C.

HJT AM

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DIVISION OF NEGRO EDUCATION

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

Dec 16, 1924.

W.B. DEC 18 1924
A91

My dear Doctor Buttrick,

When you were in Johns Hop-
kins Hospital you were good enough
to send me a photograph and a note.
I appreciated both kindly - and was
glad that you remembered me that
way. After more than two weeks in
the hospital and in bed at home,
I am gradually getting back to
work, - a few hours each day. I had
an operation for the removal of
hemorrhoids. It is going to give me
great relief, I believe, and I am re-
gaining my strength, after the
continuous pain, fairly rapidly.

A short while before I went to

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the hospital we had our annual conference on Negro Education. It was the most helpful we have had. I believe. Both the local daily newspapers had representatives present and gave the conference a column or more of space - besides editorials. I am presuming to send you copies of the editorials, not as a matter of personal pride - but because they show how our papers with state-wide circulation are reacting toward the problems we are trying to help solve.

I realize these statements bring us new opportunities and additional responsibilities. We heartily welcome the opportunities - and shall not run away from the added responsibilities. Your interest and your prayers.

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which we believe we always have, will stimulate and encourage us mightily in our efforts to reach the last man of both races in our good state with the spirit of the service we are trying to render.

I hope you are well and happy. Come to see us. Please extend my most cordial good wishes to other friends in the office.

With love and esteem -

Sincerely

N. C. Newbold

December 26, 1924.

Dear Mr. Newbold:

Returning from my journey I find your good letter of December 16. I am so sorry that you have been ill, and hope that you have now fully recovered.

The editorial is splendid and I shall have joy in sending it to my associates.

Cordially yours,

WALLACE BUTTRICK

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, N. C.

WB AM

NC 248 Division of Negro Education
1925-1929

BOX 118 FOLDER 1076

GEB

NC 248

DIVISION OF NEGRO EDUCATION

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

Carded MBD

January 14, 1925

	W.R.	JAN 16 1925	WR	1/16/25

Doctor Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Rose:

Since our meeting at Gulfport I have very naturally been thinking of the general situation in the South in terms of what was said at our conference. Besides the very great interest which I have personally in my own state, I am keenly anxious for rapid development throughout the South, and I have a feeling that certain things may be done which will accelerate the whole movement and still not antagonize public sentiment but rather lead it in the right direction more rapidly than it is going at the present. Two things at present stand out in my imagination:

First, the matter of wise publicity which I discussed with you and the group at Gulfport. Perhaps I should modify the statement by saying the use of discreet, diplomatic publicity. If some well qualified individual could be put in charge of this field of effort and perhaps allied with Mr. Jackson Davis' office in Richmond, such an individual could make plans for gathering information about the progressive and successful efforts throughout the South and then distribute such information to those of us who are personally interested, to county superintendents, boards of education, and when it seems proper to do so, to the Associated Press. I am quite sure that the thing which we call public sentiment can be led, directed, and pushed along if intelligent effort is made to do it. Should this suggestion be accepted and the right person found to carry forward the work of safe and sane publicity, such person would not need to wait for those of us in the field to send information but could call for different types of information at such times as seemed wise and distribute it where it would do the most good. The director would also, of course, be furnished perhaps at periodical intervals or suitable times with statements from those of us at work in the different states so that all and all an active, right-minded person could handle the situation I think with great profit in the cause of Negro education, which, of course, in its last analysis means also the cause of general education.

Second, the policy of the General Education Board now I believe is to withdraw from the support of high school inspectors and professors of secondary education in the southern states. This, of course, will mean the liberating of a considerable sum for other uses by the Board. It has occurred to me that if the Board deem it wise, one and possibly two additional assistants to the State Agents for Negro Education might be supplied in the different states with funds released by the different states for high school inspectors and instructors of secondary education in the universities.

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As was brought out at Gulfport, there is very great demand for some effort in the different states to help the State Agents in the matter of developing high schools and especially in teacher-training as well as in the supervision of construction of Rosenwald schools and of Jeanes supervisors. My thought is that if one man could be secured for work in high schools and teacher-training and another to assist in the building of Rosenwald schools, the State Agents would be able to so organize their work and carry it all forward on a much more thorough and comprehensive basis. I can see some things which you would probably consider as handicaps so far as the General Education Board is concerned in this general program: (1) The Board may hesitate to have it understood that as an organization it is definitely preparing public sentiment in the South through certain means of publicity to do more than has been done in behalf of Negro education. Some of the members of the Board may feel a hesitancy to offer to pay additional workers since perhaps some of the states have not definitely requested such additional workers in Negro education. This last, however, I believe can easily be taken care of by the diplomacy displayed by Mr. Jackson Davis, Mr. Favrot and other members of the Board as they have opportunity for conferences with state superintendents of education in the South. So far as North Carolina is concerned we already have workers in the fields which I have mentioned and would not of necessity be an applicant for this additional aid from the General Education Board. I would be most happy to know funds which are now used in paying salaries of high school inspectors and heads of secondary education in the Universities should be used in some such way as I have suggested in other states. You will I am sure understand and appreciate my motive in making these suggestions.

While we all are glad to know that great progress has been made in the last ten years, I am sure there are many of us who believe very much greater progress is now possible, and some of us would like to see great strides made in our own lifetime. I cannot quite feel satisfied to sit down and wait for gradual development of public sentiment, the growth of the popular will to do the right thing, through the long periods that may be necessary if some definite, progressive, courageous leadership is not provided. As I have frankly said to my friends, I may be selfish in this matter to some extent in desiring to see so much done while I live. Be that as it may, I do feel that way about it. I think also we are thinking not only of this phase of it, but of the great need of the Negro people <u>now</u> for the great expansion of their schools.

It has been necessary for me to dictate this statement and I realize that it probably may not be as clear as I should have it, but I hope it will at least convey to you what I have in my mind. Please let me express the hope that it may be of some service.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

Director.

January 16, 1925.

Dear Mr. Newbold:

Thank you very much for your letter of January 14th, which I shall use as a basis for discussion with my colleagues. On C.L.
Your suggestion with reference to publicity is very interesting, and it is quite probable that something can be worked out in this direction.

Your suggestion concerning the need of educational personnel we shall talk over. It is quite probable that the officers may feel that the states should provide additional personnel as your own state has done. All this, however, is an open field, to which we shall be prepared to give our careful consideration.

It was a great pleasure to see you again after all these years, and to have an opportunity to see the fine work you have done. We greatly enjoyed the entire session at Gulfport.

With warm regards,

Very sincerely yours,

WICKLIFFE ROSE

Mr. N. C. Newbold
Director of Division of Negro Education
Department of Public Instruction
Raleigh, North Carolina

WR:DMS

NC248

DIVISION OF NEGRO EDUCATION

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	F. P. B. MAR 23 1925			

March 19, 1925

Doctor Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Doctor Bachman:

When you were here you told me about the possibility of a plan by which the Board may give some aid to the development of high schools for Negroes in the South. I shall be glad to know if there is anything you can say in the next thirty days that may be fairly definite on this matter. Our city and county boards of education are required to file their budgets by the first of May. if the G. E. B. is planning to give some assistance for high school training and we could know it before the first of May it would very greatly stimulate high schools for Negroes in this State.

I am wondering if you would find it possible to come by to see us on your way from the South? I have learned from Miss Thornblum that you are in the South and will probably be here until the first of April. Three matters on which I wish your advice are:

1. The plans we wish to make for the development of the two colleges at Winston-Salem and Durham.

2. The aid for high schools which I have mentioned above.

3. The matter of scholarships for next year. The principals of the Normal Schools have already made some recommendations and other applications are coming in to the office.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

April 1, 1925

Dear Newbold:

This is in reply to your letter of March 19th. I am home for this week only, and then expect to return to the South. I shall probably be in North Carolina the week of April 12th -- certainly not later than the middle of the week -- and shall be very glad to go over with you at that time the questions raised in your letter.

As to assisting in the development of a few selected high schools for Negroes, permit me to say that we have this problem under careful consideration, but nothing definite can be said at this time. The question of policy will probably come up at our May meeting.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

Mr. N. C. Newbold
Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC248

STATEMENT OF
ANTICIPATED EXPENDITURES OF
THE DIVISION OF NEGRO EDUCATION OF THE DEPARTMENT OF PUBLIC INSTRUCTION OF
NORTH CAROLINA

April 17, 1925. Fiscal year ending June 30, 1925.

Name	Position	TOTAL	From State	General Edu. Bd.	Rosenwald Fund	Jeanes Fund
N. C. Newbold	Director	$5,800.00				
Salary			$	$4,500.00	$	$
Travel				1,300.00		
G. H. Ferguson	Assist. Dir.	4,500.00				
Salary			3,300.00			
Travel			1,200.00			
W. F. Credle	Supervisor Rosenwald	4,200.00				
Salary			1,000.00	2,000.00		
Travel			1,200.00			
G. E. Davis	Assist. Supr Rosenwald	3,600.00				
Salary			1,100.00		1,500.00	
Travel			1,000.00			
W A Robinson	Supervisor High Schools	3,750.00				
Salary			2,750.00			
Travel			1,000.00			
Annie W Holland	Supervisor Elem. Sch.	3,000.00				
Salary			666.66			1,333.34
Travel			1,000.00			
Annabel Pratt	Secretary	1,800.00				
Salary			1,800.00			
Pearl Faulkner	Stenographer	1,500.00				
Salary			1,500.00			
S. A. Dickerson	Stenographer	840.00				
Salary			840.00			
Emergency		393.34	393.34			
TOTAL		$29,383.34	18,750.00	7,800.00	1,500.00	1,333.34
Salaries		22,683.34	13,350.00	6,500.00	1,500.00	1,333.34
Travel		6,700.00	5,400.00	1,300.00	------	------

NC-248

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 23, 1925.

	F. P. B.	APR 24 1925		
	WWB			

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

I am enclosing herewith a memorandum which you left on my desk, together with an outline of the expenditures in our whole department.

I hope that you will continue the appropriations that you are now making for the Division of Negro Education. These appropriations are now as follows:

N. C. Newbold:
Salary.....$4,500.00
Expenses..... 1,300.00
W. F. Credle:
Part salary..... 2,000.00

Total.....$7,800.00

You will notice that for next year the State is putting into the Division of Negro Education $15,000.00, and in addition to that we have taken over W. A. Robinson, the High School Inspector that has been working in the Division of Negro Education, and placed him in Mr. Highsmith's division, making a total of approximately $19,000.00 that the State is spending on the supervision of Negro Education in North Carolina. You are familiar with the work of this Division and with the effects of its work which are now making themselves manifest in the State.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. F. P. B.

I sincerely hope that your Board will find itself able to continue this work.

With every good wish, I am

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

April 24, 1925

My dear Mr. Allen:

This is to acknowledge, in Doctor Bachman's absence, the receipt of your three letters of April 22nd, requesting an increase in the Board's appropriation for rural school supervision (white), a continuance of the appropriation for the division of negro education, and assistance in the establishment of a department of information and statistics. These letters will receive attention on Doctor Bachman's return to the city, about the first of May.

Sincerely yours,

GENERAL EDUCATION BOARD

By: A. C. THORNBLUM

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

Declination NC 248
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MSD

Superintendent of Public Instruction
State of North Carolina
Raleigh

	W.R.	JUL 9 1925		
	July 7,	1925		
	WB	7-9-25	WB	7/9/25
	M.S.D.		MSD	

Dr. Wickliffe Rose, President
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Rose:

I am writing to ask your advice or suggestion on a matter concerning a library for the Negroes of Henderson, North Carolina. A citizen of that town, a white man, has given a considerable sum to found a library for the white people of the community and he is now interested in securing a library for the Negroes. I am wondering if it would be possible to get any assistance whatever from the General Education Board on this project. Do you think we might get some assistance from the Carnegie Foundation or any other source about which you may have information? I shall appreciate any suggestions you may make in connection with this matter.

Henderson is a growing and prosperous town of about eight thousand or ten thousand people.

I wish to extend my best wishes to you and other officials of the Board.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director Division Negro Education.

July 9, 1923.

My dear Mr. Newbold:

Doctor Rose is away and so I am answering his mail.

Our Board has not entered the library field. I do not think that it will be possible for it to take up that work. It is a very large field and our resources are well taxed by our present program.

The Carnegie Foundation does not make gifts. The Carnegie Corporation does make gifts. Whether they are still in the library field I do not know. You can ascertain by writing to the president, Doctor Frederick P. Keppel, 522 Fifth Avenue, New York.

We cordially reciprocate your kind wishes for all the officers.

Yours always cordially,

Wallace Buttrick

Mr. N. C. Newbold
Superintendent of Public Instruction
Raleigh
North Carolina

WB:EMG

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NC 248

Superintendent of Public Instruction
State of North Carolina
Raleigh

September 10, 1925

Dr. Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Rose:

We had an inquiry today from one of the most useful and respected Negro educators in North Carolina, who has served in school work fifty-two years in three states and during that time has served in only three positions. He is still employed in the third position. He has a large family of children all of whom have had good education, four boys being University graduates and the three girls have had college and other special training. He says he has not been able to save much for his remaining years, and he would like to know if the Rockefeller Foundation could offer such a man a pension. The man in question is a most deserving leader in Negro education. Dr. Dillard and Mr. Jackson Davis know him I feel sure and think highly of him.

If there is any opportunity for him to get help I shall be glad to give his name and any other facts.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director Division Negro Education.

September 15, 1925

My dear Mr. Newbold:

Your letter of September 10 addressed to Doctor Rose has been referred to me.

I regret very much that it is impossible for the General Education Board or the Rockefeller Foundation to offer assistance in the matter of a pension for a deserving teacher.

Regretting this exceedingly, but with kindest regards, I beg to remain

Yours very truly,

H. J. THORKELSON

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, North Carolina

HJT:MED

NC248

Superintendent of Public Instruction
State of North Carolina
Raleigh

	W.R.	SEP 23 1925	WR	9/23/25
	WB	Sept 20/25	WB	
	GS		GS	
	FPB		FPB	

Sept. 21, 1925.

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E.C.S.

Mr. Wickliffe Rose, President,
General Education Board,
61 Broadway, New York.

Dear Mr. Wickliffe:

Enclosed is a statement in which you may be interested or amused. I am wondering which. You can imagine, I am sure, that I am earnestly hoping that you will be interested and further that if you can accidentally, or incidentally, or even by design aid in the matter, discussed in the letter, our North Carolina people will be very happy.

A few days ago I sent a copy of the statement referred to in the enclosed letter, to Dr. Sage, which I hope you may have an opportunity to see.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold
Director Division Negro Education

NCN:F

Enc.

September 23, 1925.

Dear Mr. Newbold:

I have read with much interest your statement to Mr. Duke. I am handing it to my colleagues. We shall have occasion to talk it over together.

In the meantime let me thank you for bringing it to our attention.

Very sincerely yours,

WICKLIFFE ROSE

Mr. N. C. Newbold
Superintendent of Public Instruction
State of North Carolina
Raleigh, North Carolina

WRyHMD

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

September 19, 1925

For several years it has been my desire to appeal to you for some contribution to aid the Negro schools of North Carolina. This has been delayed for one reason or another. Since you have recently made generous donations to individual Negro schools, and to other agencies for the betterment of the Negro people, I have come to believe that you are genuinely interested in the colored citizens of your native state, and that you will be glad to give consideration at least to a plan which will include the improvement and the development of the whole Negro race within the state.

The plan suggested is that you and your brother, Mr. J. B. Duke, jointly or individually, establish a trust fund or endowment to promote Negro education in the State of North Carolina; that this trust fund be administered and directed by a board of trustees selected from among the leaders in education and industry in this State - men, and perhaps women, who are known to be in sympathy with the purposes of such an undertaking.

You are no doubt, to some extent at least, familiar with the general conditions which have obtained in the Negro schools in this State and throughout the South in the past. Considerable improvement has been made in recent years - but these schools are still far below the

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

standards which now exist in the schools for white children. This is true as to buildings, equipment, teachers, length of school term, and everything which is necessary for an efficient satisfactory school system.

Being a son of the South yourself, you know why these conditions still exist,- regardless of the promises and the pledges written into our state constitutions, as well as into our statute law.

A little more than two decades ago Governor Aycock proudly announced to the General Assembly that North Carolina was greatly improving its public schools. "We are spending" said he, "on our white children a per capita of $1.89 and on our Negro children a per capita of $1.14." Ten years later in 1911-12 we spent on white children $5.37 each and on Negro children $2.02 each. Twelve years later, 1923-24, we are reported to have spent on each white child $26.74 and on each Negro child $10.05. While these figures show great progress has been made in providing better schools for the Negro children, it will be observed that the disparity between the per capita expenditure of the state for white and Negro children grows each decade.

Within the past ten years North Carolina has out-distanced her neighbors in providing schools for her Negro people. General state-wide economic growth and development are largely responsible for the more hopeful outlook for the Negroes. It is true that the State has made great strides in achieving its economic independence in the last ten years. It is also true, and extremely gratifying, that during this period the educational and

DIVISION OF NEGRO EDUCATION

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and political leaders of the State have done more to provide good schools for the Negroes than had been done in all our prior history. Contributing largely also to the improving conditions are the appropriations for various educational enterprises which have been made by the General Education Board, the Slater Fund, The Rosenwald Fund and the Jeanes Fund. These have stimulated the state, the counties, cities, towns and local communities to put up more money from public taxation for the Negro schools.

The results have been highly satisfactory and most encouraging. The attitude of the two races in our population toward each other is better than ever before, the Negroes are more contented, and therefore more prosperous and better citizens. Likewise our white citizens are becoming more and more willing to divide their inheritance with the black man within our gates.

I believe, therefore, and I am confident, that the best of my fellow citizens also believe, that a trust fund such as has been mentioned, established and wisely managed, would promote and strengthen the general good feeling between the races which now exists, would stimulate our official school boards and those in control of private schools to do more and more each year to bring the Negro schools up to reasonable standards of efficiency and service, and would encourage and hearten the Negroes themselves, many of whom still have to endure wretched school conditions for their children.

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In broad terms the trust could be used somewhat as follows:

1. As direct aid to maintenance and building funds for high schools, normal schools and colleges. The interest only, or a specified part of the principal annually, and the interest could be so used.

2. The principal or a specified part of it, could be loaned to counties, cities, towns, and school districts to build and equip new schools for Negroes,- the interest on such loans being collected through the regular legal channels as are state loans for such purposes. Thus, while the interest is being used as a maintenance and as an institutional improvement fund, as outlined under 1 above, the principal itself could be used to build and equip standard schools throughout the state, and at the same time have back of such loans the guarantee of the political unit of government which borrowed it. By such a plan Negro school houses which are so badly needed in so many places could be provided with little delay. (Note - See statement of Superintendent Allen below.) Interest at four to five per cent could be secured and the loans paid in ten or twenty annual installments, thus establishing a sort of perpetual building fund - while, as stated above, the interest is used to supplement the maintenance and improvement funds of high schools, normal schools and colleges.

3. Scholarship loan fund. Many Negro students could go through normal school or college if they could secure even $100 a year as a loan. Some plan similar to that used by the Rosenwald Foundation might serve in such cases.

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Having made a statement as to general conditions which obtain in the Negro schools of the state,- and may I add here, that this statement applies to both the public and private schools and institutions for Negroes, - I desire now to call your attention to a copy of part of a report which I made a few days ago to an officer of the General Education Board entitled, "Facts on Negro Education in North Carolina, etc." and which is attached to this statement.

A careful examination of this report will reveal, among other facts, our very definite shortages in the Negro schools in North Carolina:

1. In his report to the 1925 session of the General Assembly, State Superintendent of Public Instruction, A. T. Allen, points out that about 2000 class rooms must be added to the present number if the Negro children are to be as well supplied with class rooms as the white children are at the present time.

2. In the same report Superintendent Allen shows by the same comparison that about 2000 more Negro teachers are needed if their schools are to be as well supplied with teachers as are the white schools now.

In addition to the statements taken from Superintendent Allen's report, there is a table in my paper to the General Education Board, page 14, which compares the quality of teachers of the two races employed - their training.

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5. High School development has been extremely slow and tedious. In 1919 there were only eleven accredited high schools for Negroes. Now, six years later, there are forty-three. This result has been accomplished only by great struggle and drive - by bringing to bear the strongest possible pressure from every source. There are now 445 accredited high schools for white children in the state. The Negro population is 29.8, nearly one-third per cent of the whole. If we should succeed in increasing the number of accredited high schools for Negroes to 100 in five years, it must mean more struggle - more sacrifice, and even more drive.

4. In all the twelve institutions of higher learning for Negroes of all kinds there were enrolled last year above high school 750 students. This total for training institutions is below the college enrollment of any one of six or more higher institutions for white people.

The major effort of these twelve Negro institutions - normal schools, Junior and "A" colleges - is to train teachers for the elementary and high schools including Agriculture and Home Economics. They are making honest and earnest efforts in this direction. A study of Tables I and IV, in my paper attached, will reveal how lamentably they are failing to reach this goal.

Please let me hasten here to say that there is no intention or purpose in the comparisons which I have given to reflect upon the integrity or the will-to-do-justice on the part of my own people.

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You know the handicaps under which the people in North Carolina and the South have struggled for several decades to achieve economic independence. Sometimes, the fierceness of the struggle and the grindings of fate have blinded us to our obligations to the black people among us. The comparisons used are intended solely and only to direct your attention sharply, if I may, to the real shortages in the opportunities our Negro people have to educate and train their children for useful citizenship and service, and this includes their entire school system, beginning with the elementary schools and extending through secondary and higher institutions of all types.

With these facts before you I am sure you will see and appreciate what a real blessing a trust such as has been mentioned would be both to the Negroes themselves, and to the State of North Carolina as a whole in helping it to bear its dual educational burdens.

Please let me give here a fairly definite illustration of how, in my judgment, such a trust or endowment fund might be used or apportioned on the basis of a fund sufficient to produce an annual income of about $500,000.

1. To aid in building five to ten standard combination elementary and high schools each year for perhaps a period of ten years, $50,000 annually.

2. To supplement maintenance funds in 25 to 30 such consolidated schools for ten years, helping them over early financial difficulties, $25,000 annually.

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3. To supplement maintenance funds of twelve higher institutions (see Table I attached report) $100,000 annually for ten years or longer.

4. To aid selected private high schools which will be needed several years longer, $5,000 annually for perhaps ten years. (Note - The board of trustees of the trust fund would work for the gradual elimination of these private schools - most of them, some of them might perhaps well continue for many years,- and the setting up of public schools in their places. In many such cases moderate financial aid would bring about the transfer without loss to the persons who have devoted years to building up such private schools and, at the same time, without too great an immediate increase in cost to the public school authorities. Most of such transfers which would promote in general the cause of Negro education could, by the method described above, be peacefully and satisfactorily effected within five to ten years).

5. Annually for ten years $250,000 tobe used in making permanent improvements on the twelve normal schools, Junior Colleges, and "A" Colleges. The greater portion of this would be needed by the private institutions,- if they are to live and continue to function for the good of the race and the state as a whole. Many of these private schools now are seriously handicapped for funds to live upon and function satisfactorily.

Note - In view of the great need for improvements, if a

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trust fund is established, it might be wise to empower the trustees to use not more than a half million of the principal annually for five years or longer for this purpose - in addition to the amount named under 5 above - making a total of $750,000 for twelve institutions as needed by them in the judgment of the trustees. If this should be done the interest of course would decrease each year while the principal is being reduced. A considerable sum will be needed if the institutions are to approximate standard of the several types.

4. $50,000 annually for miscellaneous enterprises such as:

a. Scholarships to aid needy and worthy students attend normal school or college.

b. Maintain correspondence and extension units at Winston-Salem Teachers' College for teachers in elementary schools; the North Carolina College for Negroes at Durham for high school teachers and principals, and general college courses; at the Agricultural and Technical College in Greensboro to stimulate and direct agricultural and industrial education among Negroes throughout the state.

c. To help in developing school opportunities for Negroes in the more remote neglected portions of the state. If necessary, help to provide school houses for them, secure teachers who have special training,-who have a sort of missionary mind and soul, supplement the salaries paid by the school authorities so teachers of this type can afford to work in these out-of-the-way places; that is, help in any sort of educational enterprise, elementary, high school, extension service, industrial.

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d. Provide six or more scholarships or fellowships for students in the white colleges of the state. These students to do research and special study in Negro education, Negroes in industry, the trades and the like, their contribution in all the fields of human endeavor to the life and ~~youth~~ of North Carolina. Such special students (white) would most likely later become leaders in the field of Negro education and industry.

e. Provide six or more annual scholarships for outstanding young Negro leaders, - who need further higher educational training to fit themselves for positions of leadership and responsibility in the educational scheme of the state.

After the period of ten years contemplated in the scheme just described - the trust fund could be continued indefinitely, using the annual income largely as a perpetual contribution to the maintenance funds of the several types of educational enterprise, or partly for maintenance and partly for permanent improvements,-or it could be dissolved, the funds remaining after ten years being distributed among the several projects in the form of endowment to be controlled them by the trustees of the several institutions.

Such a trust fund should be used at all times to stimulate and to supplement other sources of income - not to be supplanted or take the place of state funds, or the funds in control of church organizations or other boards in control of the private institutions.

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A trust fund dedicated to the purposes outlined in this letter, whether a larger or smaller fund than the one used in the illustration, would go a long way toward helping the state to eliminate most of the deficiencies and painful shortages which now exist in the Negro schools - both public and private:

1. Help to provide the 3000 additional class rooms needed for the elementary and high schools,- the need pointed out by Superintendent Allen. This would be accomplished through the loans suggested to counties, cities, towns, and districts to be used for new buildings.

2. The aid suggested for high schools, normal schools and colleges would serve a dual purpose:

a. Build up , strengthen, and fit these institutions for the service they ought to render.

b. As these institutions develop themselves they would at the same time supply an increasing number of teachers, including the additional 3000 which are needed as reported by Superintendent Allen.

Thus, the fund would serve to develop and help forward every essential educational enterprise for Negroes in the entire state - elementary, secondary, higher education, industrial, professional.

In all the functions of education described in this letter the Negro schools are so much below the standards already achieved by the white schools that it will be many years, even with the increased funds and stimulation herein described, before it can be possible for them to approach the present standard maintained by the white system of education;

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and, it will be remembered that while this extra effort for the Negro schools is going forward the white schools will be making even greater progress. There can, therefore, be no fear of going too far with the Negro schools so far as they may at any time be compared with the white schools.

Indeed such special efforts in behalf of the Negro schools would stimulate our white people to do more for their own schools - as well as be more willing to cooperate with and help the Negro schools, and thus the whole special movement would prove to be for the general good.

In addition to serving North Carolina as a whole, and its Negro people in particular, a trust fund of any proportion would serve and bless a much larger field. Some months ago an Englishman, now, and for several years, a Missionary in South Africa, visiting in North Carolina, stated it to be his opinion that the "race problem is the outstanding question facing this century." In his splendid book, "The Clash of Color", Mr. Basil Mathews, in speaking of racial matters says, "It is the greatest problem confronting mankind as a whole."

We have the race problem in North Carolina. It is facing us every day of our lives. How shall we deal with it? Shall we try to work out our solution courageously in the light of all that is best in our modern enlightened Christian civilization? Will intelligent sympathetic effort prove to be the key, the guide in the gradual solution of this question?

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In a previous paragraph reference has been made to the progress North Carolina has made in recent years in providing educational opportunities for its Negro people. The appropriations made for Negro education and the work done in this field have, in some measure, attracted the attention of people in other sections of the country, and to some extent people in other countries.

On a visit here in June, Mr. Basil Mathews, an English author and world traveler, said he had been advised by friends in New York to come to North Carolina, because more progress in Negro education had been made in this state than in any other state or section of the world. These are not his exact words, but they represent faithfully what he said he had been told. He said he was gathering information for his forthcoming book on what the world has done for the education of Negro youth since the World War. And so, he came to North Carolina to learn what had been accomplished and how it had been accomplished. He asked that he might be kept informed frequently on what the state is doing in the matter of educating its Negro people.

Besides Mr. Mathews, others who have come to the state from abroad in recent months to inquire about progress in Negro education are: Dr. Gillick, President of the University of South Africa, Mr. Osmond Vinton, an Episcopal Mission School worker, Johannesburg, South Africa, Rev. Mr. Bowman, Scottish Mission School work, Nyasaland, Africa, Mr. and Mrs. J. W. C. Dougall, a highly trained young Scotch couple who are going this fall to take charge of a Teacher Training school for the British government in Kenya Colony, East Africa, Rev. Mr. Buttolmer, a Missionary in China who was doing some

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study at Columbia University - and who came down here on the advice of a professor in that institution.

Prior to these visits, a representative from the Belgium Congo in Africa, and one from British India had come to the state for the same purpose.

Major W. Dain Gray, Commissioner of Education in British Guana, South America, has written twice for reports on Negro education in this state, saying he had seen some account of it in the London Observer.

The purpose in mentioning the interest thus manifested by people outside our borders, is to call attention to what I believe, is a wonderful opportunity for North Carolina, to show this country and perhaps the world, in racial matters, if you should decide to aid in some such way as has been indicated in this letter. It seems to me possible for North Carolina, under such conditions, as a whole state, as a fairly large political unit of government, to set up a system of Negro education that would bring hope and cheer to Negro people everywhere, just as Hampton Institute, as a single institution, has brought inspiration and promise to Negro people wherever they are found throughout the world.

As I see it, the establishment of such a fund in this state, together with the increased contributions which the State and the people themselves would make, would mean the beginning of a new era in racial matters here and everywhere.

Once before I have expressed the firm belief that the best of my fellow citizens in North Carolina would approve and heartily endorse the

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purposes of this appeal. I am confident the leaders in our political, educational, industrial and religious life would be very happy if you should help in this way. Among those I have in mind are: Governor McLean, former Governor Morrison, Superintendent A. T. Allen, Dr. W. P. Few, Professor R. L. Flowers, Dr. E. C. Brooks, Dr. W. E. Rankin, Judge W. P. Stacy, Chief Justice of our Superior Court, Dr. W. L. Poteat of Wake Forest College, President E. W. Chase of the State University, Mr. W. A. Erwin, Rev. W. W. Peele of Durham, Rev. W. A. Stanbury of Raleigh, and Mr. Joseph G. Brown of Raleigh, Dr. J. Y. Joyner, former State Superintendent of Public Instruction, Mr. James A. Gray, Mr. W. N. Reynolds, Mr. Frank Fries, Mr. H. E. Fries, Mr. E. C. Chatham, Mr. W. H. Sprunt, and many others of our best people throughout the state.

This is a long statement, Mr. Duke; I realize that quite fully. However, I have felt the matter under consideration is of such great importance that I ought to present it to you with great care and in considerable detail. This, I have done, and I sincerely hope the subject itself may appeal to you no matter how many imperfections there may be in my presentation of it.

Very sincerely,

N. C. Newbold,
Director Division Negro Education.

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WESTERN UNION TELEGRAM

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DR WALLACE BUTTRICK

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N C NEWBALL.

Newbold

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NIGHT MESSAGE
NIGHT LETTER
If not otherwise marked an X opposite the class of service desired, THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM

WESTERN UNION
TELEGRAM

NEWCOMB CARLTON, PRESIDENT GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

NO. 52 CASH OR CHARGE
CHECK
TIME FILED 11.40

Send the following message, subject to the terms on back hereof, which are hereby agreed to

March 6, 1926

Mr. N. C. Newbold

State Department of Education

Raleigh, North Carolina

Please wire amount of annual budget and total value of property of each Negro normal in North Carolina, and State Agricultural and Mechanical College.

WALLACE BUTTRICK

676 12 3561

ARCHIVAL COPY

NC 248

	W.R.	MAY 28 1926	WR	6/2/26
D	M.S.D.		MD	
	H.J.T.		HJT	
	F.P.B.		FPB	

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 26, 1926

Dr. Wickliffe Rose, President
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Rose:

It has been my purpose to bring to your attention a matter which I have discussed with Dr. Sage and Mr. Davis. Recently I have been out of the office so much it has not seemed possible to take the time to prepare the statement as I would like. Now, I must dictate it, and perhaps hurriedly.

As you know, the contribution which Mr. Rosenwald has been making to education in the South has been and is of tremendous value, not only in the matter of building Negro schoolhouses, but I think in our whole program of education. He has been contributing to the South annually approximately a Half Million Dollars. This sum, of course, means that a considerable sum of money is held by Mr. Rosenwald to produce this return annually.

In addition to what Mr. Rosenwald is doing, there are three other very definite and distinct phases of our educational work which could be greatly stimulated and promoted if some person or persons could be found who would make contributions similar to that of Mr. Rosenwald. These fields are as follows:

1. High Schools: As you know, there are now more than 150 four-year standard high schools for Negroes in the South. We are glad to claim forty-three of these in North Carolina. I believe conditions now are most promising for a very rapid development of high schools throughout the South. We could use in North Carolina, and I believe other state workers could use in their several states for the development of high schools a sum certainly equal to that we are using for the building of Rosenwald schools. For instance, we are using something over $70,000.00 of Mr. Rosenwald's money annually. If we had approximately that much for the development of high schools we could use it, I think, most effectively in developing the schools already on the list of standard schools and in adding approximately ten or more each year to the standard list.

2. Colleges and Normal Schools: As you know, these institutions throughout the South are now greatly in need of financial assistance. For instance, Shaw University in this city is one of our very best institutions for Negroes, and yet at the present time is very greatly handicapped in the matter of material equipment as well as endowment for annual support.

3. Teacher Training Work: Horace Mann's statement - "As is the teacher, so is the school" is still true. In a very real sense the actual development of Negro education, as for all education, depends upon the type of teachers we are able to employ and place in the schools.

If, as I have said, we could find some one who would be disposed to make available a large sum of money annually for each of these three phases of our Southern school program, we could use it as effectively I think as the Rosenwald Fund is being used to build Negro school buildings. Two reasons especially incline me to this view:

First, after a half century of economic dependence upon other sections of the country, the South is gradually emerging from this dependence and is building up in material prosperity very rapidly. The fact of this material development has helped to bring hope and encouragement to all our people and, therefore, to liberalise their views.

Second, the present attitude of the state school officials and most preminent people of the South by reason of the facts given under One is, I think, very favorable to the development of Negro education as well as white education.

If some man or men should make contributions in line with the suggestions I have made, it seems to me it could be handled most efficiently through the General Education Board. The Board already has an organization for doing just the sort of thing I have very hurriedly and briefly described. Fortunately, also the Board has in each of the states an organization through which it could operate in bringing this great aid to the institutions and communities in behalf of Negro schools.

At this time I cannot go into detail on this matter. There are many things in favor of what I have said; some might find objections. Even if we could find somebody who would make available $40,000,000.00 or more for this sort of work in the South it might, perhaps, not be wise to give it to the newspapers and have it published tomorrow morning all over the South. By this I mean to say a certain sort of publicity might be entirely unwise. It would be possible though, as I have indicated, for such funds to be made available through the General Education Board and we could all go on with our work as usual, simply increasing the opportunities for Negro education in the several fields in which we are already working.

Superintendent of Public Instruction
State of North Carolina
Raleigh

This statement has been dictated very hurriedly, but in substance it will convey to you I think at least the germ of the idea I have in mind. Personally, I would be very happy to see some long step forward taken in each of the three fields I have described.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold.
Director.

NC248

Superintendent of Public Instruction
State of North Carolina
Raleigh

	H. J. T.	JUN 28 1926	HJT	6

June 25, 1926

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Thorkelson:

Thank you very much for your letter of June 23rd.

I am glad you used the expression in your letter "but at this time" because I very earnestly hope that something may be done about the matter discussed in my letter of May 26 which I addressed to Dr. Rose. It is a matter of considerable proportion as you can see and one on which somebody should do a great deal of study. It is my hope to have time this summer to work out in considerable detail some such plan as I briefly sketched in the letter referred to above.

We all hope very much that you can do something for Shaw University. It is a very useful institutuion and really needs help.

I hope you will come to see us this summer.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

June 23, 1926

My dear Mr. Newbold:

At a conference of the officers yesterday I had the first opportunity to present your letter of May 28 addressed to Doctor Rose.

I want to express our appreciation of the suggestions which your letter contained, but at this time we see no opportunity for taking part in this program. We have a request on file from Shaw University and I hope opportunity will present itself for maturing it, but this particular request is involved with a number of similar requests from the American Baptist Home Mission Society and we are now awaiting further information from that Society.

With kindest personal regards,

Yours very truly,

H. J. THORKELSON

Mr. N. C. Newbold
Superintendent of Public Instruction
Raleigh, North Carolina

HJT MSD

Archives NC248

	W.R AUG 14		W.R.	T 8/17/26
			Ack'd L.F.A.	T 8/17/26
Copy sent to Dr. Rose			"	

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 12, 1926

Dr. Wickliffe Rose, President
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Rose:

As you perhaps know, there is to be a general exhibit by the Negro people of America at the Sesqui-Centennial in Philadelphia. Our State has been invited to make an exhibit there and we have been given the free use of a booth 22' x 10'. We are now working on the exhibit and hope to place it about the first of September.

In the exhbit which we are to make, a large part of one wall space will be devoted to a brief statement of the historical background which has contributed to any progress that the State is making now in this field of Education. There will be a brief statement from Governor Aycock, Dr. Joyner and others. As a matter of fact, we plan to include in this historical section pictures of four of our Governors beginning with Aycock, all of whom have contributed definitely and directly to the development of Negro education in this State, and the three State Superintendents of Public Instruction who have served the State for the past quarter of a century. In this historical sketch we want to include statements showing what tremendous contributions have been made by outside agencies, such as the General Education Board, the Jeanes and Slater Funds, and the Rosenwald Fund, and we are exceedingly anxious to have photographs of yourself, Dr. Buttrick and Dr. Dillard to include with this historical matter. I am writing, therefore, to ask your approval of this plan and to request that you send us a photograph of yourself and Dr. Buttrick which we may use. Since we are planning to have them of uniform size we would prefer, if you can do so, that you send negatives - any size. If not, send photographs and we can have them enlarged. If you happen to have photographs about 7 x 9 or 8 x 10, that would be just about exactly what we want.

I shall be very happy to hear from you right away about this, and also hope that you will agree to the suggestions I have made.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

NC248

August 17, 1926

Dear Mr. Newbold:

Immediately on receipt of your letter of August 12, it was forwarded to Doctor Rose. This morning we have his reply. Doctor Rose feels that there can be no objection to including in the historical sketch the proposed statement of contributions to Negro education by outside agencies. He adds, however: "Doctor Buttrick always sought to avoid publicity for officers of the Board. The policy seems sound." From this we take it that Doctor Rose would not approve of including in the exhibit the two photographs you requested.

Very sincerely yours,

GENERAL EDUCATION BOARD

By LILLIAN F. ADAMS

Mr. N. C. Newbold
State Department of
Public Instruction
Raleigh, North Carolina

LFA

NC248

	W.R.	AUG 21 1926	L.F.A.	

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 19, 1926

Miss Lillian Adams,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Miss Adams:

Thank you very much for your letter of August 17th. I appreciate very much your taking the matter up with Dr. Rose, and I am glad he is willing for us to use the information.

I have had a very nice photograph from Dr. Dillard and one of Mr. Slater and I am trying to get one of Miss Jeanes. I am sorry Dr. Rose feels that it will be unwise to include photographs of our friends in New York. However I can quite understand his feeling in the matter.

Thanking you again, and with best wishes, I am

Very sincerely,

N. C. Newbold

N. C. Newbold,
Director Division Negro Education.

NC248

Superintendent of Public Instruction
State of North Carolina
Raleigh

	E. A. B.	AUG 20 1926	ZAB	5/24/26

August 19, 1926

Mr. Ernest A. Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Buttrick:

In a letter received from Miss Lillian Adams today she writes that "Dr. Rose feels that there can be no objection to including in the historical sketch the proposed statement of contributions to Negro education by outside agencies." This is in reference to our state exhibit on Negro education to be included in the general Negro exhibit at the Sesqui-Centennial Exposition in Philadelphia.

I shall be very happy if you can send us without much trouble a statement of: (1) The amount of money which the General Education Board has contributed to public school enterprises of all kinds in North Carolina; (2) The amount which the Board has contributed to private school enterprises.

I shall thank you very much if you can let us have these statements within a week if possible.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director Division Negro Education.

NC-248

August 24, 1926.

My dear Mr. Newbold:

I have your letter of August 19, 1926, requesting a statement of (1), The amount of money which the General Education Board has contributed to public school enterprises of all kinds in North Carolina; (2) The amount which the Board has contributed to private school enterprises. I am enclosing the statement as per your request.

Hoping this is what you want, I wish to remain,

Cordially yours,

Mr. N. C. Newbold,
Director Division Negro Education,
State Department of Education,
Raleigh, North Carolina.

RAB:CW

encl.

N C248

APPROPRIATIONS FOR NEGRO EDUCATION IN NORTH CAROLINA BY THE GENERAL EDUCATION BOARD TO JUNE 30, 1926.

Public School Enterprises -		
State Normal Schools	$155,399.81	
State Agents of Rural Schools for Negroes	64,650.20	
County Training Schools	95,395.97	
Training of Teachers in County Training Schools	2,012.00	
Summer Schools	25,149.42	
Home Makers Clubs	17,014.31	
Fellowships	11,550.00	
Total		$371,171.71
Private School Enterprises -		
To Colleges and Universities	415,773.97	
Training of Teachers in Private and Denominational Colleges	6,658.30	
Total		422,432.27
Grand Total		$793,603.98

August 24, 1926

AGA*CW

NC 248

F.P.B. NOV

State of North Carolina
Superintendent of Public Instruction
Raleigh

October 29, 1926.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York, N. Y.

Dear Dr. Bachman:-

As you will recall, you aided us about two years ago in developing college courses for the training of elementary teachers, supervisors and principals at the Winston-Salem Teachers' College. This course of study has been in use at that institution two years, including the present year. There are now students taking the courses in the fourth year of the college. Because of this Dr. Atkins and the trustees of the institution are anxious to know what credits graduates from the institution may expect from such higher institutions as Teachers College, Columbia University, and probably others of equal standard.

Accordingly I am requested to ask you if you will be good enough to take this matter up in person with the proper authorities at Columbia University, and if you think wise with other northern or western institutions. If you could get some decision on this matter by Columbia and some other institutions within the next month it will be appreciated by Dr. Atkins and his trustees.

There is to be a State-wide conference on Negro Education in Raleigh on December 11th. The main topic of this conference will be Higher Education for Negroes in North Carolina. I shall greatly appreciate an early reply from you as to what you think is the proper thing to do.

The Durham college on which you also gave us assistance is now in its second year, and has, I thihk, a fairly encouraging enrollment.

With kind personal regards, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:L
Cc. Miss Carney
Dr. Atkins.

NC 248

November 8, 1926

Dear Newbold:

This is in reply to your letter of October 29th. I am planning to be in Raleigh at the time of the meeting of the Superintendents, and, if you so desire, I should be very glad to sit in at a little conference on the question that you raise in this letter. It is a very broad one, and ought to be given very careful consideration. In general, I can say that there is no uniformity anywhere with regard to the credits people get in higher institutions when they have finished a two-year course in normal school or one of the present four-year courses. The difficulty lies in the fact that, in general, people do not complete a consistent four-year course, but the first two years are essentially in the elementary field and the last two years are essentially in the secondary field or straight college subjects.

Sincerely yours,

FRANK P. BACHMAN

Mr. N. C. Newbold
State Department of Public Instruction
Raleigh
North Carolina

FPB:?

N C 248

State of North Carolina
Superintendent of Public Instruction
Raleigh

	F. P. B.	DEC 6 1926	ACK	
	FPB		FPB	o

December 4, 1926

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:

Enclosed is copy of the general invitation we are sending out to those whom we are inviting to our state-wide conference on Negro Education, which meets in Raleigh December 11th. I wish personally to extend to you a cordial invitation to remain over in Raleigh for this conference and to take part in the discussions.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

State of North Carolina
Superintendent of Public Instruction
Raleigh

November 22, 1926.

Mr.

Dear

You are cordially invited to attend our State-Wide Conference on Negro Education, convening at SHAW UNIVERSITY, RALEIGH, N. C., DECEMBER 11, 1926, beginning at 11 A.M.

Dr. E. E. Smith, Principal of State Normal School, Fayetteville, N. C., will preside as Chairman of this conference, which will consider particularly some of the problems pertaining to Institutions of Higher Learning.

Committees have been appointed and are to report their findings on the following topics:

1. Training and qualifications of College and Normal School Instructors. Possibly, a salary schedule may be recommended to the Boards of Trustees for public institutions.
2. A study of college entrance requirements and transfer of credits.
3. Outline of policies, objectives and aims of the various types of institutions. Each Institution of Higher Learning will be allowed to present its plans and policies through some representative.

We sincerely hope that you can be present and take part in the discussions. We shall be pleased to hear from you.

Very sincerely yours,

A. T. Allen

A. T. ALLEN
State Supt. of Public Instr.

N. C. Newbold

N. C. NEWBOLD, Director
Division of Negro Education.

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NC248

December 6, 1926

Dear Mr. Newbold:

In Doctor Bachman's absence I beg to acknowledge the receipt of your letter of the 4th. Doctor Bachman will be in Raleigh, as you know, December 8th to 10th, and you will then have an opportunity to repeat your invitation to him. If he can spare the time, I am sure he will be delighted to remain to the conference on negro education on December 11th.

Sincerely yours,

GENERAL EDUCATION BOARD

By: A. C. THORNBLUM

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, North Carolina

NC-248

	T. L. H.	DEC 8 1926	TLH	12/13/26

Dec. 6-1926.

Dear Mr. Hungate,-

Thank you for your letter of Nov. 15. which I found on my return from Baltimore.

I hope you and Mr. Shaw, or both of you, will find it possible to attend the conference here next Saturday - the 11th. Since the discussions are altogether on the subject of higher education I am sure you and Mr. Shaw could help us. I know we must be careful and wise in dealing with this matter, and we want to avoid as many mistakes as possible. Some, I cause there must be, I suppose.

While I am not going to my office now, and will not regularly for some time, I shall be glad to see your report any time it is ready.

I hope to look in on the conference Saturday - but do not expect to remain through the session.

Hoping to see you and Mr. Shaw Saturday, and with cordial wishes for you both.

Very sincerely yours

N. C. Rudbach

N C 248

December 13, 1926

My dear Mr. Newbold:

We are glad to receive your letter of December 6. We regret that it was not possible for us to attend the Conference of the Representatives of the North Carolina Colleges for Negroes. I have just returned from a trip in the West. We would be interested to learn in brief the actions which may have been taken at that Conference.

Mr. Davis and Mr. Favrot are reviewing our report on North Carolina, and before it is considered complete, we wish to have the benefit of their suggestions as well as the benefit of the suggestions of other officers of this Board. You may be sure that whenever we are in the vicinity of Raleigh we will take pleasure in visiting you at your office. We hope that you will soon be yourself again.

With kind regards, I am,

Sincerely yours,

GENERAL EDUCATION BOARD

BY: T. L. HUNGATE

Mr. N. C. Newbold
State Department of Public Instruction
Raleigh, North Carolina

TLH:HVR

COPY

NC 2

THE WINSTON-SALEM TEACHERS COLLEGE
WINSTON-SALEM, NORTH CAROLINA

December 14, 1926

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

Dear Dr. Bachman:

We very much appreciated the opportunity of discussing with you our school situation on last Friday night in Mr. Newbold's office. You helped us very much, especially in our plans for a suitable curriculum and for future development. We are glad also that you could visit our conference on Saturday, if only briefly. Your remarks were in line with my own thought as to how to make school work effective. It has been my own thought for a long time that teachers can realize in their pupils only what they are and do themselves. I have had occasion to stress this when I was considered a little too old fashioned, and it was very gratifying to me to hear such a statement as yours to the school leaders of our race group in this state.

****

(Signed) S. G. ATKINS
President.

NC 248

(Original in Hardy Liston's folder - C.)

December 16, 1926

My dear President Atkins:

This is in reply to your letter of December 14th. I was very happy indeed to meet you again in conference, and also to meet with the negro teachers of North Carolina, even if only for a moment.

****

(Signed) FRANK P. BACHMAN

President S. G. Atkins
The Winston-Salem Teachers College
Winston-Salem
North Carolina

FPB:T

A C 248

	A. F.	JAN 24 1927	Ltr.	—

State of North Carolina
Superintendent of Public Instruction
Raleigh

January 21, 1927

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:

Enclosed is copy of a statement which was used at our conference of State Agents last week in Winston-Salem. As you will note, this gives a brief outline of our teacher training scheme for Negroes in North Carolina.

In addition to the summary which is given on page 11, we should have included the fact that last summer 394 graduates of standard high schools attended summer schools from six to twelve weeks, receiving the lowest form of a standard state certificate. This means that we had available last year, according to the number of certificates issued, 710 teachers from institutions and from summer school training. I am quite sure a reasonable percentage of the high school graduates entered colleges or normal schools, so we actually did not have 710 new teachers available.

The point I wish to make is that we have struggled for five years or more now to supply at least 500 well trained beginner teachers each year and at last it apparently is coming in sight.

I wish you could have been with us in Winston.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
DIRECTOR DIVISION NEGRO EDUCATION.

The paper was prepared by Mr. Ferguson of this Division

Dr. Fleming

SOME FACTS AS TO THE TRAINING OF NEGRO TEACHERS IN NORTH CAROLINA 1921 - 1926.

SOME FACTS AS TO THE TRAINING OF NEGRO TEACHERS

IN NORTH CAROLINA 1921 - 1926.

****

Five Agencies for Training of Negro Teachers

1. Teachers Colleges and Normal Schools.

a. Winston-Salem Teachers College offers:
(1) Two yearNormal Course (standard) for training of elementary teachers
(2) Four Year College Course for the training of elementary teachers, principals and supervisors. This course leads to the B. S. degree in Education.

(3) Four Year College Course for the training of Home Economics teachers

b. Fayetteville State Normal School offers:
(1) Two Year Normal Course (standard) for training of elementary teachers

c. Elizabeth City State Normal School offers:
(1) Two Year Normal Course (standard) for training of elementary teachers

NOTE - 1 - Courses are offered at Agricultural & Technical College, Greensboro, North Carolina, for the training of vocational agriculture teachers.

NOTE - 2 - Courses have been outlined for the training of High School teachers at North Carolina College for Negroes, Durham, N. C.

ENROLLMENT IN NEGRO STATE NORMAL SCHOOLS.

****

		Winston-Salem Teachers College	Fayetteville	Elizabeth City	Total
1921	Jr. Normal	7	4	24	35
	Sr. Normal	3	0	0	3
	Total	10	4	24	38
1922	Jr. Normal	10	1	14	25
	Sr. Normal	6	4	17	27
	Total	16	5	31	52
1923	Jr. Normal	25	18	20	63
	Sr. Normal	8	1	12	21
	Total	33	19	32	84
1924	Jr. Normal	66	21	28	115
	Sr. Normal	24	22	19	65
	Total	90	43	47	180
1925	1st Year	77	31	17	125
	2nd Year	61	24	27	112
	3rd Year	6			6
	Total	144	55	44	283
1926	1st Year	85	64	19	168
	2nd Year	64	33	24	121
	3rd Year	17			17
	4th Year	5			5
		171	97	43	311

The above figures were taken from the first month's report each year.

2. Teacher Training Departments in Private Schools.

There has been an annual ~~salary~~ appropriation of $15,000.00 available since 1921-22 for salaries of teacher training instructors in private schools.

a. In 1921-22 this work was organized in five standard high schools, offering a three unit course on an elective basis for the training of elementary teachers.

In 1924-25, the three unit course in the high school department was supplanted by a One Year Course for the Preparation of Elementary School teachers. An outline, giving synopsis of course of study, types of students admitted, certificates issued, institutional credit recommended, is given below:

A. (1) Opening exercises - devotional, current events, story telling, music and singing. In this class, type opening exercises for rural schools are given special consideration.

(2) General Pedagogy -
a. Introduction to Teaching - Fall Term
b. School Management - Spring Term

(3) Observation and Practice Teaching -
a. Observation and Group Teaching - Fall Term
b. Room Teaching and Primary Group - Spring Term

(4) English - through review of Grammar - Fall Term
(5) History - United States - Spring Term
(6) Arithmetic - Materials and Methods, Grades 1-7

(7) Geography - Principles and North America - Fall Term

(8) School Arts - Spring Term

a. Public School Music	12 weeks
b. Writing	6 "
c. Drawing	6 "
d. Industrial Arts	6 "
e. Physical Education and Health	6 "

B. Types of students admitted:
(1) Standard high school graduates
(2) Non-standard high school graduates
(3) High school students with 12 units of standard credits

C. Certificates issued:

(1) Standard high school graduates - Elementary class A
(2) Non-standard high school graduates:
a. Finishing in 1921 or since - Elementary B with half credits toward raising same to Class A
b. Finishing prior to 1921 - Elementary class B

NOTE: Provided student had four year course and school has since become accredited

(3) High school students with 12 units of standard credits -Elementary B

D. Institutional credits recommended:

(1) Standard high school graduates - two quarters of first year normal course
(2) Non-standard high school graduates
a. Finishing in 1921 or since - one quarter of first year normal course
b. Finishing prior to 1921 - entrance to first year normal course
(3) High school students with 12 of standard high school credits - entrance to first year normal course

NOTE: High school students with less than 14 units of standard credit are advised not to take up this course.

A large majority of these students are graduates of non-standard high schools. They have been teaching for the last few years and have returned to school in order to meet the requirements for receiving an Elementary Certificate. Many times obligations other than those connected with staying at school, weight heavily upon these mature students. They availed themselves of the best opportunities offered when they were in high school and are now returning for further study at great sacrifice and inconvenience.

b. In 1921-22 this work was organized in Three colleges, offering courses in education on an elective basis for the training of high school teachers. These courses were outlined in accord with the certification requirements.

A SUGGESTED EIGHTEEN SEMESTER HOUR COURSE IN EDUCATION
HIGH SCHOOL TEACHERS.

SUMMARY

I.	Introduction to Education	4 S. Hrs.
II.	Educational Psychology	3 " "
III.	Principles of Secondary Education	3 " "
IV.	High School Methods	3 " "
V.	Class Management	3 " "
VI.	Educational Sociology	3 " "
VII.	Teaching Special Subject and Practice Teaching	3 " "

J —

Elective for Courses V & VI.

a. History of Modern Education	3 S. Hrs.
b. Tests and Measurements	3 " "
c. School Hygiene	3 " "

NOTE: General Psychology is a prerequisite to this course

EXPENSION OF COURSE VII.

a. How to Teach English and Practice	3 S. Hrs.
b. How to Teach History and Practice	3 " "
c. How to Teach Science and Practice	3 " "
d. How to Teach Latin and Practice	3 " "
e. How to Teach Mathematics and Practice	3 " "

NOTE: These special subjects should be taught by the academic professor of the subjects, but the Practice Teaching should be under the general direction of the Professor of Education.

SUMMARY OF TEACHER TRAINING WORK IN PRIVATE SCHOOLS

Year	No. of Institutions	ENROLLMENT High Schools	College**	Total
1921-22	8	163	47	210
1922-23	9	201	56	257
1923-24	9	264	71	335
1924-25	10	255	93	348
1925-26	14*	155	160	315
1926-27	13*	109	218	317

*One of these instructors is paid by the General Education Board.
**Three institutions offer courses in education for the training of high school teachers. (All other schools offer courses for the preparation of elementary teachers.)

3. Teacher Training Department in County Training School:

In 1921 a department of teacher-training was organized in the Waters Training School, Winton, Hertford County, North Carolina. A One Year Course of Study was offered for the training of elementary teachers. This course is similar to one offered in Teacher Trainihing Departments in Private Schools. (Refer to item #2 a. The enrollment has been as follows: 1924-20; 1925-15; 1926-17. A large number of these students have been teaching and attending summer schools, but later enrolled in the teacher training department to complete requirements for issuance of Elementary Certificate. The value of this work is recognized by the County Board of Education. (1) They contribute $250.00 annually to supplement salary paid by General Education Board, (2) Passed a resolution requiring all new teachers to have training equivalent to that offered thru the teacher training department at Waters Training School.

4. Summer Schools:

a. County summer schools are organized and supported jointly by County and State Boards of Education. A manual, outlining work, is furnished by the State Department of Education. The Course of Study offers a thorough review of subject matter taught in elementary schools and some professional subjects. Teachers who show training less than high school graduation or its equivalent are enrolled in this department.

b. Approved summer schools are organized and directed by the State Department of Education, whether held in a private or public institution. These schools are supported by fees, General Education Board appropriation and State. Students enrolled in these summer schools are graduates of standard high schools or have the equivalent in training and experience. Those, holding Elementary Certificates - any class - (which represents training equal to or less than one year of college) are admitted to all nine Approved Summer Schools. Those, holding Primary or Grammar Grade Certificates - Class C - (which represents training more than one and less than two years of specialized training) are admitted to the Approved Summer Schools at the State Normals. Those holding Primary or Grammar Grade Certificates - Class B or A (which represents training of two or more years of specialized training) are admitted to the Approved Summer School at Winston-Salem Teachers College. Those, holding High School Teachers Certificates - any class - or High School Principals Certificates are admitted to the Approved Summer School at the Agricultural & Technical College and Shaw University. Courses for teachers, holding Vocational Agriculture Certificates, are offered at Agricultural & Technical College; courses for teachers holding Home Economics Certificates, are offered at Winston-Salem Teachers College.

SUMMARIES OF SUMMER SCHOOLS FOR NEGRO TEACHERS OF NORTH CAROLINA

****

Sessions 1921-22-23-24-25-26

****

	1921	1922	1923	1924	1925	1926
1. No of schools:						
Approved	9	9	9	9	9	9
County	34	27	22	21	19	17
Total	43	36	31	30	28	26
2. Cost:						
Approved	$ 7,592.96	$12,662.00	$13,849.00	$16,547.72	$17,231.12	$20,668.76
County	21,318.17	16,048.00	15,277.00	13,608.35	13,742.50	13,165.00
Total	$ 28,911.13	$28,710.00	$29,126.00	$30,156.07	$30,973.62	$33,733.76
3. G.E.B. Appro.	$ 4,125.00	$ 3,800.00	$ 3,500.00	$ 3,000.00	$ 1,700.00	$ 1,000.00
4. Enrollment:						
Approved	1127	1196	1668	2072	2330	2878
County	2753	2546	2167	2185	1992	1474
Total	3880	3742	3835	4267	4322	4352
5. No. Instructors:						
Approved	52	55	64	83	77	107
County	137	86	85	95	81	77
Total	189	141	149	178	158	184
6. Per Capita Cost:						
Approved	$6.74	$10.58	$8.30	$10.12	$9.32	$7.14
County	7.75	6.30	7.05	6.23	6.89	6.94
7. Enrollment Per Instructor:						
Approved	21	22	26	20	24	22
County	20	29	25	22	24	19
8. Lyceum Costs:			$1,160.00	$1,260.00	$1,150.00	$1,300.00

5. Extension Work:

The extension program is carried on by visiting instructors from teacher training departments in private schools, normal schools and teachers colleges. The courses are selected from curricula used in summer schools, teacher training departments in private schools, normal schools and teachers colleges.

1. Entrance Requirements - Any teacher who holds a Provisional Elementary Certificate or higher may enroll in the extension work. Teachers who hold certificates lower than the Provisional Elementary would receive no credit for such extension work/

2. Enrollment and Attendance Requirements - No class should be organized with less than ten students. Every person will be required to attend at least five-sixths of the meetings in order to receive credit for the work.

3. Fees - A charge of one dollar ($1.00) per semester hour or three dollars ($3.00) per course will be made. These fees should be paid at the opening of the course.

4. Credit - Eighteen clock hours of class work is required for one semester hour credit. These courses may have both certificate and institutional credit value.

5. Summer School Value - The equivalent of a summer school unit in terms of extension credit is a minimum of seven and one-half semester hours. Applicants who began a summer school unit by extension work before October 1, 1924, will be allowed credit for a full unit when they complete six semester hours. Applicants who secured credit for a full summer school unit by extension work before October 1, 1924, will be allowed a summer school unit for each six semester hours of such work until the certificate has been raised one class.

6. Enrollment - 1924-25, 866; 1925-26, 1539; 1926-27, 1725*

*Estimated from preliminary reports.

ASHE
ALLEGHANY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
HERTFORD
GATES
CAMDEN
CURRITUCK
PERQUIMANS
PASQUOTANK
CHOWAN
WATAUGA
WILKES
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
HALIFAX
BERTIE
MADISON
YANCEY
MITCHELL
AVERY
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
WAKE
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
BUNCOMBE
BURKE
RANDOLPH
CHATHAM
RALEIGH
WILSON
PITT
BEAUFORT
HYDE
McDOWELL
CATAWBA
ROWAN
JOHNSTON
GREENE
LINCOLN
LEE
RUTHERFORD
CLEVELAND
MECKLENBURG
CABARRUS
STANLY
MONTGOMERY
MOORE
HARNETT
WAYNE
LENOIR
CRAVEN
PAMLICO
POLK
GASTON
UNION
ANSON
RICHMOND
SCOTLAND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
ROBESON
BLADEN
PENDER
COLUMBUS
BRUNSWICK
NEW HANOVER
MADISON
HAYWOOD
SWAIN
GRAHAM
JACKSON
CHEROKEE
MACON
CLAY
TRANSYLVANIA

LEGEND.

- □ PUBLIC NORMAL SCHOOL or COLLEGE
- ▨ TEACHER TRAINING DEPT. IN PRIVATE SCHOOLS - COLLEGE LEVEL
- △ TEACHER TRAINING DEPT. IN PRIVATE SCHOOLS - HIGH SCHOOL LEVEL
- △ TEACHER TRAINING DEPT. IN COUNTY TRAINING SCHOOL
- ○ APPROVED or STATE SUMMER SCHOOLS
- ● COUNTY SUMMER SCHOOLS.

MAP of NORTH CAROLINA
showing
LOCATION of AGENCIES
for
TRAINING NEGRO TEACHERS
1926-27.

~~Box~~ 10

SUMM A R Y
Five Agencies for Training of Negro Teachers

****

1. Teachers Colleges and Normal Schools.

   1921 - 3, enrollment - 49; 1926 - 3, enrollment 311

   NOTE - These figures do not include the Agricultural & Technical College and the North Carolina College for Negroes.

2. Teacher Training Departments in Private Schools.

   Annual appropriation by State Legislature - $15,000.00
   1921 - instructors 8, enrollment 210; 1926 - instructors 13, enrollment 317.

3. Teacher Training Department in County Training School.

   Supported jointly by General Education Board and Hertford County Board of Education. Enrollment in three years - 52.

4. Summer Schools.

   1921 - 43, enrollment-3880, instructors-189, cost-$28,911.13, General Education Board appropriation-$4,125.00

   1926 - 26, enrollment-4352, instructors - 184, cost - $33,733.76, General Education Board appropriation - $1000.00

5. Extension Work.

   Directed by visiting instructors from teacher training institutions. Enrollment: 1924 - 866; 1925 - 1539; 1926 - 1725*

   * Estimated from preliminary reports

Some Results of Teacher Training Agencies as Shown by Certification.

Number of Teachers

	1921-22	1922-23	1923-24	1924-25	1925-26
*Standard	2,248	2,405	2,679	3,012	3,485
**Non-standard	2,306	2,327	2,358	2,297	2,084
Total	4,554	4,372	5,037	5,309	5,569

Percentage of Teachers

*Standard	49.34	50.82	53.19	56.73	62.58
**Non-standard	50.66	49.18	46.81	43.27	37.42

*A standard teacher has training equal to or more than high school graduation or the equivalent.

**A non-standard teacher has training less than high school graduation or the equivalent.

Certificates issued to graduates from Normal Schools, Teachers Colleges, Teacher Training Departments in Private Schools and County Training School in 1926 - Elementary B - 114; Elementary A - 22; ~~Primary~~ B - 65; Grammar Grade- 55; High School Teachers - 60; Total - 316.

394 H.S. Graduates + A.S.

710 Total

Negro High School Statistics for North Carolina

****

Enrollment in all high schools 1925 - 26.

First Year	4631
Second Year	3000
Third Year	2186
Fourth Year	1508
Total	11,325
Graduates	1210

Average Daily Attendance:

First Year	3596
Second Year	2343
Third Year	1794
Fourth Year	1177
Total	8,910

Accredited High Schools.....49

Total enrollment	1924 - 25	6,905
Total enrollment	1925 - 26	8,480
Total graduates	1923 - 24	740
Total graduates	1924 - 25	1,012
Total graduates	1925 - 26	1,149
Total number of teachers	1924 - 25	338
Educated in North Carolina	1924 - 25	73
Total number of teachers	1925 - 26	385
Educated in North Carolina	1925 - 26	85

Sources of teachers in 1925 - 1926 (Partial)

A. & T. College	12	J. C. Smith University	14
Livingstone College	4	Shaw University	35
Atlanta University	10	Fisk University	17
Hampton Institute	15	Howard University	40
Knoxville College	16	Lincoln University	22
Talladega College	18	Union University	7
Wilberforce University	16		

WAR.D

UNIFORM HIGH SCHOOL TRANSCRIPT BLANK
STATE OF NORTH CAROLINA

FULL NAME OF STUDENT..... SCHOOL..... DATE.....
Last Name First Name Middle Name

No. of Teachers *With* High School Certificates giving full time above 7th Grade..... Part time..... No. Students above 7th Grade.....

DOES STUDENT LEAVE YOUR SCHOOL IN GOOD STANDING? ..... If not, note cause below.† No. Grades of work done this year.....

†..... Signed.....

Scholastic Year	Title of Course	*DESCRIPTION OF COURSE TEXT-BOOK	Pages of Work	Length of Course in Weeks	Recitations per Week	Minutes per Recitation	Grade Fall Term	Grade Spring Term	Units
		a. English							
1st									
2d									
3d									
4th									
		b. Mathematics							
1st									
2d									
3d									
4th									
		c. Latin or other Foreign Languages							
1st									
2d									
3d									
4th									
		d. History and Civics							
1st									
2d									
3d									
4th									
		General Science							
	Laboratory								
		Biology							
	Laboratory								
		Agriculture							
	Laboratory								
		Physics							
	Laboratory								
†									

Scholastic Year	Title of Course	*DESCRIPTION OF COURSE TEXT-BOOK	Pages of Work	Length of Course in Weeks	Recitations per Week	Minutes per Recitation	Grade Fall Term	Grade Spring Term	Units
		Chemistry							
	Laboratory								
		Teacher Training and Observation							
		Home Economics							
		Manual Training							
		Other Subjects							

REMARKS:

Number of Units allowed on this Transcript.....
(To be filled out by School receiving Student)

*Check Courses accepted from other Schools.

Signed.....

EXPLANATIONS

1. This blank is a confidential report from one school to another and should be mailed directly to the principal of the school receiving the applicant from the principal of the school releasing him.
2. All data asked for should be given for the benefit both of the student and of the school.
3. Such work as has been credited by transcript from another school (or accepted without transcript) should be checked, and the school or schools credited should be named. (Remarks.)
4. In the column "Scholastic Year" the year should be given as 1920-21, 1921-22, etc.
5. All special work, i.e., night school, special classes, etc., should be so indicated. (Remarks.)
6. Indicate whether laboratory work is done by individual students or as table demonstration. (Laboratory.)
7. In Science, Vocational Agriculture, Home Economics and similar courses note if recitation and laboratory marks are combined. (Laboratory.)

DEFINITION OF A UNIT

"A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work."
—*Association Colleges and Secondary Schools of Southern States.*

A unit of work is 120 clock hours. A subject may be given credit of one unit if the course is pursued for a term of thirty-two weeks, five days to the week, with recitation periods forty-five minutes in length. The same credit may be secured for a thirty-six weeks term with forty-minute recitation periods.—*North Carolina H. S. Manual.*

SUGGESTIONS FOR CLASSIFICATIONS

1—4 Units First Year	9—12 Units Third Year
5—8 Units Second Year	13—16 Units Fourth Year

This is on the basis of a requirement of 15 or 16 units for graduation.

Please note below any facts concerning the student's character, home and other influences, weaknesses as well as elements of strength, personality, special ability as a debater, athlete, singer, etc., or any other information that will help the school to advance the interests of the student.

REMARKS

PRIZES IN THE HIGH SCHOOLS FOR 1926-27

Literature.

Charlotte Hawkins Brown Prizes for the best Short Stories - $25
J. E. Shepard Prizes for best poems - $25
Dr. Max C. King Prizes for Best One Act Plays - $25

Award Committee : Mr. E. D. Johnson, Kittrell College, Chairman; Miss Pauline Newton, N. C. College; Mr. F. B. Syphax, Principal Colored High School, Weldon.

(There is no field in high school endeavor more important than Journalism. Its encouragement helps to interest Negro children in the news paper which is today the right hand of national progress.)

Journalism.

Norfolk Journal and Guide Annual Prize for the Best Student Editorial published in a Student Paper.

Chairman of Award Committee - Mr. J. K. Hilyard, Principal, Peabody Academy, Troy.

Needed This Year:

1. Prize for the Best High School News Paper.
(Last year Mr. C. C. Spaulding gave the prize. It is hoped that he or some interested person will offer another award.)
Chr. Award Committee - Mr. L. H. Hall, Principal, Price High School, Salisbury.

2. We wish to encourage a new kind of Annual in the High Schools. Last year Messrs. E. R. Merrick and R. L. McDougald gave a $25 cup for the best Annual. We hope an award can be made this year in this field of Journalism.

Note: There is now the State Debating League with the Dudley Cup as a beautiful prize. There should be other State wide contests in Declamation; Music Memory; Athletics; Dramatics; etc. These can come only when some one decides to encourage them with awards.

There are many other activities that should be encouraged in our high schools if we can find awards. For instance there is the whole field of Art, including cartoons and other drawings and painting. In Science there is the assembling of radios. Although the radio is so important today, I have not seen one assembled by a Negro high school boy in the State. In business the writing of essays on various commercial subjects should be encouraged.

In every local community it is the duty of the citizens to encourage and stimulate effort in desirable lives by awards. In the white high schools the Extension Department of the University conducts most of these contacts. We have no such agency but are trying to bridge the difficulty through my office. I invite your interest.

D. W. A. Robinson
Supervisor High Schools.

HIGH SCHOOL PRINCIPAL'S PRELIMINARY REPORT

September 1, 192.....

Dear Sir:-

In order to serve the high schools in the State it is necessary to have accurate and recent information. Please fill out this blank and mail it at once. Your immediate attention to this matter will be warmly appreciated.

Sincerely yours,

J. Henry Highsmith.

State High School Supervisor.

Name of School..... Postoffice.....

Name of Principal..... County.....

Date School opened this year.....

Approximate date of closing.....

Length of term in weeks..... Length of recitation periods.....

Number of years in elementary course upon which the high school is based.....

Number of years of high school actually given this year.....

Number of full-time high school teachers: Male..... Female..... Total.....

Number of part-time high school teachers: Male..... Female..... Total.....

Number of units required for graduation.....

What system of records do you keep?.....

Do you use the North Carolina High School Register?.....

Is your high school conducted in a separate building from the elementary school?.....

Do you have laboratory facilities for the teaching of Science? Name the subjects.....

.....

(OVER)

Give number of volumes in high school library.....

Give area of school district in square miles.....

Is the school a central or consolidated school?.....

How many schools were consolidated?.....

Give the enrollment of the school as follows:

Year or Grade	*Boys*	*Girls*	*Total*
First Year—8th Grade			
Second Year—9th Grade			
Third Year—10th Grade			
Fourth Year—11th Grade			
Totals			

Names of Teachers	*Subjects Taught*	*No. Daily Recitation Periods*

.....
(Signature of Principal)

.....
(Name of School)

Date.....

THE RECORD OF 1926 GRADUATES
OF THE FORTY-NINE STATE ACCREDITED FOUR-YEAR HIGH SCHOOLS
W. A. ROBINSON, SUPERVISOR HIGH SCHOOLS
DIVISION OF NEGRO EDUCATION, RALEIGH, NORTH CAROLINA

Name of School	Post Office	Graduates	No. continued study	% continued study	% 1925	Teaching	City Schools	Rural Schools
J. C. Smith Univ. (HS)	Charlotte	* 29	28	96.5	96.4	-	-	-
Allen Home School (HS)	Asheville	11	10	91	50	1	1	
Washington High School	Reidsville	27	23	85	26.6	3		3
Lincoln High School	Rocky Mount	12	10	83.2	-	-	-	-
Harnett Co. Tr. School	Dunn	5	4	80	-	-	-	
Kittrell College (H.S)	Kittrell	* 29	22	75.8	53.4	4	*	4
A & T College (H. S.)	Greensboro	* 33	25	75.7	94.2	-	-	
J. C. Price High Schol	Salisbury	27	20	74	72.1	3	-	3
State Normal School	Fayetteville	78	53	68	48.1	8	-	8
West St. High School	New Bern	* 3	2	66.6	88.8	-	-	-
Warren County Tr. Sc.	Wise	3	2	66.6	40	1	-	1
Colored High School	Tarboro	23	15	65	13.3	3	-	3
Normal & Industrial Sc	Laurinburg	* 11	7	63.6	44.1	4	1	3
Hillside Park High Sc	Durham	38	24	63.1	68.7	3	-	3
Williston High School	Wilmington	27	17	63	37.5	7	2	5
Colored High School	Washington	8	5	62.5	-	2	-	2
Henderson Institute	Henderson	21	13	62	11.7	4	1	3
Stephens-Lee High Sc.	Asheville	* 18	11	61	58.3	-	-	-
Mary Potter School	Oxford	23	14	60.8	61.1	5	2	3
St. Augustine School	Raleigh	* 49	29	59	78.5	13	4	9
Berry O'Kelly Tr. Sc.	Method	24	14	58.2	78.9	2	-	2
Bennett College (H. S)	Greensboro	* 50	27	54	33.3	3	-	3
Shaw University (H.S.)	Raleigh	* 48	25	52.1	55.7	7	?	?
N. C. College (H. S.)	Durham	27	14	51.9	46.1	9	?	?
Kinston College	Kinston	10	5	50	33.3	3	-	3
Bricks Jr. College(HS)	Bricks	14	7	50	62.5	4	-	4
Second Ward High Sch	Charlotte	38	19	50	67.4	5	-	5
Columbian Heights H. S	Winston Salem	129	62	48	34.4	32	-	32
Albion Academy	Franklinton	17	8	47	15.3	7	1	6
Normal High School	High Point	11	5	45.4	70	1	-	1
Dillard High School	Goldsboro	* 27	11	40.7	-	7	1	6
Colored High School	Wilson	10	4	40	100	4	-	4
Tower Hill High Schol	Kinston	10	4	40	50	3	-	3
Lincoln Academy	Kings Mountain	* 16	6	40	75	7	1	6
Redstone Academy	Lumberton	5	2	40	-	3	-	3
Livingstone Coll (H.S)	Salisbury	* 47	17	36.1	38.5	21	-	21
Peabody Academy	Troy	14	5	35.7	100	8	3	5
Immanuel Lutheran (HS)	Greensboro	17	6	35.2	22.2	8	2	6
State Normal School	Elizabeth City	* 90	30	33.3	26.6	51	21	30
Palmer Memorial Inst.	Sedalia	10	3	30	10	7	-	7
Waters Training Schol	Winton	17	5	29.4	14.2	8	7	1
Christian College	Franklinton	* 15	3	21.4	14.2	11	-	11
Rich Square Institute	Rich Square	10	2	20	-	7	-	7
Scotia Womens Coll(HS)	Concord	38	6	15.8	24.1	30	21	9
Colored High School	Burgaw	7	1	14.3	12.5	6	-	6
Johnston Co. Tr. Schol	Smithfield	23	2	8.7	43.7	16	-	16
Thompson Institute	Lumberton	19	-	-	30	16	1	15
Sampson Co. Tr. School	Clinton	2	-	-	*	2	-	2
E. N. C. Indus. Acadmy	New Bern	2	-	-	28.5	1	1	-
Total		1220	627	51.3	46.2	362	70	276

*Figures given by school for this compilation different from those given on Principal's Annual Report.

SUMMARY

Total number of graduates	1220	Total number teaching	362
Total continued study	627	Percent teaching	29.7
Percent continued study	51.3	Percent teaching 1925	32.1
Percent continued study('25)	46.2	Percent teaching in City schools	5.7
Percent continued study('24)	51	Percent teaching in Rural schols	22.6

Number of schools above 50 percent 1926 - 24
Number of schools above 50 percent 1925 - 19

NOTE: We will all be somewhat surprised to note that of the 362 high school graduates who became teachers 70 received appointment in city schools. This means that there is still much that must be done in building up standards for the employment of Negro teachers in North Carolina. Surely city schools can attract and can pay better teachers than those who have only graduated from high school and have no experience. Wherever the fault is, let us as principals all work together to raise the standard for colored elementary teachers over the state to at least two year standard normal training. The responsibility for this higher standard lies largely with the principals.

(W. A. Robinson)

Number attending larger colleges in the State.

A. &. T. College	37	Kittrell College	12
Bennett College For Women	7	Livingstone College	37
Bricks Jr. College	14	Lutheran Theog. Seminary	3
Elizabeth City State Normal	18	North Carolina College	30
Fayetteville State Normal	54	Shaw University	72
High Point Hospital	2	St. Augustine Jr. College	22
J. C. Smith University	65	St. Agnes Hospital	1
		Winston Salem Teachers College	71

Number attending larger schools outside of the State.

Atlanta University	5	Morehouse College	1
College of City of New York	1	Morgan College	3
Columbia University	1	New York City College	1
Clark University	1	North Western University	1
Gammon Theo. Seminary	1	Oswego State Normal, N. Y.	1
Fisk University	5	Paine College	1
Hampton Institute	18	Pratt Institute, N. Y.	1
Howard University	23	S. C. State College	4
Freedman's Hospital	2	Talladega College	8
Hunter College, N. Y. City	1	Temple University	6
Knoxville College	9	Tuskegee	1
Lincoln University	4	Va. Normal & Industrial Inst.	2
Meharry Medical College	2	Va. Union University	15
Michigan State Normal	1	West Va. Collegiate Inst.	2
Miner Normal School	1	Wilberforce University	5

NC248

F. P. B. 1927 Mar 7

State of North Carolina
Superintendent of Public Instruction
Raleigh

March 5, 1927.

Dr. Frank P. Bachman,
General Education Board,
New York City.

My dear Dr. Bachman:

I am at last sending you the statement which you requested at the Winston Salem meeting. I am sorry that it has taken so much time but I have not been able to take any extra time for it and have had to do it piece-meal along with my other work.

If this is not what you want, let me know.

Very respectfully yours,

W. A. Robinson

WAR.D

W. A. Robinson
Supervisor High Schools.

Enc.

NC248

March 8, 1927

My dear Mr. Robinson:

I thank you very much for your paper on "Duties of Supervisor of Negro High Schools." I have read it with very great interest, and assure you that it is very helpful in clarifying my own ideas of what a state supervisor can do in the development of high schools. Again, I thank you for your kindness in sending this.

Sincerely yours,

FRANK P. BACHMAN

Mr. W. A. Robinson
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

(3-5-'27) N C 248

DUTIES OF SUPERVISOR OF NEGRO HIGH SCHOOLS

Formulated by W. A. Robinson
Division of Negro Education
Raleigh, N. C.

****

I. Organization.

A. Helping principals to understand better the general principles of secondary education. The real responsibility for making better high schools is upon the individual principals and before much can be done for better schools these individual administrators must understand the general fundamental principles of secondary education and also the specific technical elements of the high school principal's work in the given State. These technical elements vary considerably from State to State. In North Carolina this has been done in several ways.

1. Visitation:

When there were few schools to visit it was possible to sit an hour or so with a principal going carefully into such matters as curriculum organization, employment of teachers, keeping of records, making reports, school finance, etc., but as the number of schools increased another method had to be used.

2. Conferences:

For the last two years regional conferences of high school principals have been held annually and in these conferences all phases of the principal's job are considered. The men have not been compelled to come to these conferences but practically all of them have come voluntarily and at their own personal expense. Conferences are held in locations as convenient as possible to the men and when possible at a school where they can see the best high school in the region. A part of each conference is a visit to the principal's office, library, laboratory, industrial classrooms, toilets, and other school situations and these are discussed usually by the local principal as to their merits or demerits and plans for improving them are explained. (The program of the first conference is inclosed). This year the program was to discuss improvements and achievements since last year's discussions and such new matters as the year's visitation showed to be necessary. This year the new matters discussed included: the school calendar, the home room records, school inventories, reports of financial activities, improvements in principal's office, new extra-curricula activities, etc. (Many letters from principals commending the conferences are on file.)

3. Correspondence:

Regular communications go out to the principals from the office of the supervisor covering the new state literature or calling attention to any helpful ideas noted on visits or in general literature. Statistical compilations encouraging competitive effort are sent out occasionally such as the "Distribution of High School Graduates" enclosed. Also the observance of special days or weeks is often encouraged. The type of this correspondence must change each year as the

needs change and its tone must always be pleasant and encouraging and never nagging.

4. Encouraging Cooperation Among Principals:

All of these efforts must be bent towards making the individual high schools feel that they are a part of a great state system that is interdependent and cooperating in every phase of school effort.

This is probably the genius of the North Carolina system of high schools. The principals know each other by name and are to a large extent acquainted personally. There is considerable helpful and friendly correspondence and exchange of visits carried on among them. This office has striven from the beginning to bring about this attitude.

5. Personnel:

From the discussions above it is easily apparent that the problem is to develop the principal one finds in the job. Economy, of a kind, so generally enters into the selection of the colored principal along with other elements. that handicap even the most interested superintendents that the principal has usually had but little training for his job before he is placed in it. He is frequently just out of college with no experience or he is an elementary school principal of years who finds that a high school has suddenly sprouted on his elementary school and who is in serious danger of carrying into this new organization the old methods and procedure which he has practiced for years in the organization with which he is somewhat familiar. He may even be a person who is absolutely incapable of running a school and has never been successful even with years of a sort of experience. The most unpleasant part of the supervisor's work is to recommend the employment of a better man in such places. Obviously any efforts spent on the incumbent principal are wasted time and energy. Gradually one superintendent after another has asked for a better man and in his helplessness has asked that the supervisor make a selection. This involves a serious responsibility and is most taxing upon the judgment and tact and resourcefulness in finding a suitable man. Under the circumstances seasoned men cannot be induced to take the small salaries and the supervisor must make up each year a list of the most likely young men of ability and ambition who are teaching in the high schools and getting some vicarious experience through observation or some actual participation in administration by way of assisting the principal. Numbers of such young men are finding their way into administrative positions and are, in the main, succeeding admirably. All of these principals must be helped to grow and to see visions of larger and better schools. They must first, however, learn the actual mechanics of the job under some of the following heads:

a. Reports.

(1). The importance of promptness and accuracy in making reports.

(2). How to plan for these reports throughout the year. This involves the following:

(a). Knowledge of systematic office work.
(b). Proper office equipment for keeping systematic records.
(c). Proper attitude on the part of teachers toward reports.
(d). Proper organization inside of the school for assembling reports promptly and accurately.

With the small amount of inspection by visitation that is possible reports from schools are tremendously important to the supervisor in planning his visits and in giving assistance by correspondence. North Carolina principals are asked for numerous reports. These can be burdensome but with proper planning ahead and good organization within the schools these reports will not be burdensome. They are designed to insure a careful and regular checking up upon his institution by the principal; better keeping of records; a working basis upon which the supervisor may help in the development of the school; and an adequate record of progress, procedure and general conditions for statistical compilation. At first it was difficult to get reports but there has been steady improvement and now it is possible in North Carolina to shift the effort from merely securing reports to securing better reports. At conference meetings the actual report blanks are put in the hands of the men and each item carefully explained.

2. State Literature.

Each man must be induced to make a collection of the literature of the Department of Education and to familiarize himself with it and work by it. All new literature is sent the men as fast as it comes out or they are instructed by letter as to how it shall be secured.

3. General Literature.

All literature such as good bibliographies on secondary education, lists of professional magazines, literature on library technique, or helpful literature on any subject that might interest the men is accumulated and sent out to them or statements are sent as to how it may be secured.

B. Arousing Community Interest.

Today there is hardly a boy or girl of high school age in North Carolina but knows the regulations for an accredited high school. This has been done by getting before community meetings as often as possible. Frequently new buildings have resulted indirectly or directly from these talks and in numerous cases communities have been aroused to the final effort necessary to place in a high school the equipment required for accreditment. Making frequent talks is an important part of the job of a supervisor of Negro high schools.

II. Promoting Extra Curricula Activities in Individual Schools and Among Schools.
(See attached sheets)

In many cases these extra-curricula activities have proved the catalytic agencies that have caused the physical ingredients to enteract and finally eventuate into a real school. Those which the North Carolina supervisor is responsible for introducing and nurturing are as follows:

1. High school Newspapers and Annuals.

Four years ago there was not a newspaper or annual in any of the schools. Today there are more than forty such activities. The supervisor, after getting a few efforts started, induced several individuals to offer prizes to stimulate them and last year prizes were offered for the Best Newspaper, the Best Annual, The Best Student Editorial in a Student paper and these were administered by committees appointed by the supervisor. This year he has organized the North Carolina High School Press Association and placed all of these prizes and other newspaper efforts in that organization for their further administration.

2. Debates.

Four years ago the supervisor appointed a committee to formulate rules for a State Debating League among Standard High Schools. He then secured the donation of a permanent trophy costing one hundred dollars. This league is now self sufficient and very successful. (See inclosed sheet).

3. Inter-School Contests.

Prizes were secured last year by the supervisor for a short story contest. This was administered by a committee which he appointed and it aroused so much interest that he was able this year to continue this contest and secure prizes for two others, a poetry contest, and a one-act play contest.

4. Clubs.

Five years ago the supervisor wrote a constitution for an inter-school Scholarship Club called the Crown and Scepter Club. Later when a number of clubs were organized he wrote a ritual. These clubs are today important institutions in the accredited high schools. (See attached sheet).

NOTE: One important by-product of these extra curricula activities has been the opportunity they afforded for allowing the supervisor to delegate work to committees of principals. This committee work has allowed for a friendly and helpful cooperation between the men and the supervisor and given a splendid basis upon which the men could work together harmoniously and upon which confidence in each other could be developed.

III. Inspection and Supervision.

It is, of course, a supervisor's main function to visit and inspect schools and to give such help as he can to young teachers. As schools are multiplied he can do less of the latter and is forced to do more of the former. These

visits should be pleasant occasions looked forward to pleasantly by the principals and teachers because of the helpfulness they bring.

The school situation must be carefully analyzed and the blame for conditions placed where it belongs. Reports of those visits should be such documents as will help good principals to improve their school situations and to get more help from their superintendents. They should also aid good superintendents to understand the weaknesses of the Negro school and how they may be remedied.

The supervision of instruction must be reduced to making hasty advices to teachers about methods for improving their classroom procedure. Such a short time can be spent in a room usually that judgments upon teachers must be made entirely too hastily to be very reliable even though the supervisor gradually develops a technique of making quick judgments that is fairly satisfactory to himself.

IV. Miscellaneous.

Aside from the duties already outlined there are innumeral other duties, such as serving in a representative capacity at all sorts of gatherings; collecting and sending out data both within and without the state; taking an active interest in all matters concerning the young people in school or the teachers; advising teachers in personal matters, and other duties too numerous to recount.

(3-15-27) 3/15/27 NC 248

SUGGESTED OUTLINE FOR SALARIES AND EXPENSES DIVISION OF NEGRO EDUCATION.

1.

	Salary 1927-28-29	Expenses 1927-28-29	Total 1927-28-29
Assistant Director	$3600	$1200	$4800
Supervisor Rosenwald Fund	3300	1200	4500
Secretary	1920		1920
Clerk, Jeanes Fund	1680		1680
Supervisor Rosenwald Bldgs.	1200	1000	2200
State Jeanes Supervisor	2000	900	2900
High School Supervisor	2800	1000	3800
Stenographer	1380		1380
TOTAL	$17,880	$5,300	$23,180

II Possible Sources of Available Funds:

1. Appropriation for Division Negro Education	$13,530.00
2. Transfer from Teacher Training Fund	6,000.00
3. General Education Board appropriation(Mr. Credle's salary)?	2,000.00
4. Transfer from Division of Schoolhouse Planning (Mr. Credle's Salary and expenses)	1,650.00
TOTAL	$23,180.00

III Suggested Allotment of $6,000 Transferred from Teacher Training Fund:

1. Assistant Director(Salary and expenses)	$ 4,800.00
*2. Secretary (July and August)	320.00
*3. Clerk,Jeanes Fund (July and August)	280.00
**4. State Jeanes Supervisor(July and August)	250.00
**5. High School Supervisor (July and August)	350.00
TOTAL	$ 6,000.00

* Handle correspondence, records and reports of Teacher Training Departments in Private Schools, Normal Schools and Summer Schools.

** Assist in the organizing and directing of Summer Schools.

NC 248

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President
Wickliffe Rose
Studies and Medical Education
Abraham Flexner, Director
College and University Education
H. J. Thorkelson, Director
E. C. Sage, Assistant Director
Public School Education
Frank P. Bachman, Director
Secretary
W. W. Brierley
Auditor
Ernest A. Buttrick

General Education Board

F. P. B. MAR 16 1927 FILED

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808 ATLANTIC LIFE BUILDING
RICHMOND, VA.

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Owen D. Young

March 15, 1927

Dr. F. P. Bachman,
General Education Board,
61 Broadway, New York

Dear Dr. Bachman:-

On my return from the South I stopped off in Raleigh and had a talk with Mr. Allen and Mr. Newbold. The Legislature had just adjourned and I think, all things considered, the State Department and the schools generally fared as well as they had reason to expect. The appropriation for the Division of Negro Education was $19,530. An additional amount of $1,650 was transferred from the Division of Schoolhouse Planning to take care of a part of Mr. Credle's salary and expenses. In other words, as you will see from the enclosed statement, all that is needed to finance this Division for the next two years is $2,000 a year from the General Education Board.

Mr. Allen informed me that the Legislature took over Mr. Brogden's salary and expenses, and he raised the question whether the General Education Board might for the next two years supply the salary and expenses of Mr. Robinson, the High School Supervisor. This would mean $3,800 a year. Mr. Allen

will, no doubt, write you, if he has not already done so. My own feeling, after talking with both Allen and Newbold, is that it would be better for the Board to appropriate $2,000 a year for the next two years for the Division of Negro Education. I think this would make it easier for them to get the entire budget taken over by the State next ~~year.~~ time. They could not say that we were paying the salary and expenses of any one person. Of course, this does not apply to the salary or expenses of Mr. Newbold, himself. I shall be glad to talk with you further about this the next time I see you.

The Legislature appropriated $200,000 for buildings at the State College at Durham, on condition that $100,000is secured from other sources.

With all good wishes,

Sincerely yours,

Jackson Davis

JD/s

NC248

March 16, 1927

Dear Davis:

I was glad to get the good news from North Carolina.

I notice what you have to say about the division of negro education, but we can talk over and adjust this matter when we are preparing the docket for the May meeting.

Sincerely yours,

FRANK P. BACHMAN

Mr. Jackson Davis
504 Atlantic Life Building
Richmond, Virginia

FPB:T

NC248

May 4, 1927

Dear Superintendent Allen:

This is in reply to your letter of April 23rd. You will remember that we discussed the content of this letter at our conference last Saturday, and I hope that the conclusion reached at that time will prove to be satisfactory to you.

I know you will have a fine time up in New Hampshire and will come back to your work rested and refreshed.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:T

N C 248

	F. P. B.	APR 25 1927	
	WWB		WWB

State of North Carolina
Superintendent of Public Instruction
Raleigh

April 23, 1927

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I have been thinking for some time that I would write you relative to Mr. W.A. Robinson in our department who, as you know has been assisting Newbold in the field of negro education, but he has been paid out of Mr. Highsmith's high school fund. The division of negro education heretofore has had an appropriation of $15,000. For next year we will have available $19,500, but it is necessary for us to raise the salary of Mr. Credle and Mr. Ferguson a little bit and also expand the activities in the teacher training field.

The question of developing high school facilities for negroes in North Carolina has just now come to be a very important question. The negroes are very much interested in these high schools, and a great many of the counties, as you know, are setting up training schools which are rapidly coming to be standard high schools. Mr. W.A. Robinson has worked in this field for three or four years and has done, in my opinion, very effective work. He seems to be able to get along with the superintendents and especially well with the colored people of the State. Personally, I am very much interested in this high school program for negroes, and I believe if the question is handled judiciously we will be able to bring about within a few years, much better high school facilities for the negroes than they have ever enjoyed.

As I see it, the elementary schools for negroes cannot be improved and built up until we get better high schools turning out high school graduates who are capable of going to the normal schools and coming back better prepared for teaching. In other words, so long as the teaching profession stays on the level of the elementary school, we will never be able to make the elementary school what it ought to be. The best work that can be done right now to build up the whole situation for the negroes, as I see it, is to strengthen the high schools. We have just distributed the State aid for high schools, and out of the $87,000 we gave the negroes $25,000.

I should like to ask your Board for aid in carrying on this work and in expanding a little our activities in that direction. I was wondering if your Board would not be able to take over for a few years Mr. Robinson's work so we could set Highsmith's fund free for a little further work in his field. An itemized statement of the needs as I see them would be as follows:

F.P. B. #2

Salary	$3000
Traveling expenses	1000
Stenographic aid	1500
Total	$5500

If your board can see its way clear to take over Mr. Robinson's work as I have suggested above, we will then be in position to take over ourselves all of Mr. Credle's salary and expenses and all of Mrs. Holland's salary and expenses. We have been received, as you know, from the Jeanes fund $666.00 for Mrs. Holland and $2000 from the General Education Board for Mr. Credle. The total increase, then, that I am asking for is only $2900. If you should be interested in this, I shall be very glad to have prepared for you a budget showing how we propose to spend the total amount of the appropriation for the division of negro education so that you may know that we are not trying to get money from you to save our own funds.

In case you do not see fit to take over Mr. Robinson's work as indicated above, I am very anxious for you to continue the appropriation for Mr. Credle because it would be very difficult for us to run on the level on which we have been running without this continued appropriation.

Thanking you for many courtesies, and with sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

	H. J. T.	SEP 15 1927		
	FILING DATE.			

MC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

September 13, 1927

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Mr. Thorkelson:

Superintendent Allen has agreed for us to use one issue of "School Facts", (copy of which I am enclosing for your information) in outlining the services rendered the cause of Negro education in this State by the several philanthropic funds which have aided us.

We have, I think, a complete statement of the contributions of the General Education Board to Negro education in this State to July 1st, 1926; and I, of course, know what has been done for the public schools since that time but do not have a complete statement of the Board's appropriations to private schools. Mr. Davis told me that the Board had made contributions of $40,000 to St. Augustine's Junior College, Raleigh; and $75,000 to Livingstone College, Salisbury. I have heard since that $5000 was given to Kittrell College for equipment. I shall greatly appreciate it if you can tell me if any additional contributions have been made in the State since July 1st, 1926.

We want to give in the publication referred to as nearly as possible the exact facts.

When the publication is ready for distribution, we shall be very happy to send you several copies.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:P

NC-248

September 15, 1927

My dear Mr. Newbold:

Replying to your letter of September 13, our Auditor's Office has given me the following information which I think will serve your purpose.

Appropriations to Negro Schools in North Carolina since July 1, 1926

	Date of Appropriation	Appropriated	Paid	Balance	Supplemental Sum
Livingstone College Permanent Improvements	Feb. 24, 1927	$75,000	-	$75,000	$125,000
St. Augustines College Permanent Improvements	Feb. 24, 1927	40,000	-	40,000	80,000
Kittrell College Equipment	May 9, 1927	5,000	-	5,000	4,000

Yours very truly,

H. J. Thorkelson

Mr. N. C. Newbold, Director
Division Negro Education
Department of Public Instruction
Raleigh, North Carolina

HJT MSD

NC-248

MEMORANDUM

CONFERENCE WITH HON. A. T. ALLEN AND MR. N. C. NEWBOLD

RALEIGH, NORTH CAROLINA

October 11, 1928

Went over statement of Fayetteville calling for

1.	Dormitory to accommodate 100 girls (estimated)	$ 80,000
2.	Practice School - 14 to 18 classrooms and auditorium	60,000
3.	Central Heating Plant	25,000
4.	Library (to serve 500 normal school students)	25,000
5.	Improvements on grounds	5,000
6.	One Teachers' Cottage	5,000
7.	Gymnasium	15,000
		$ 215,000

Estimates for dormitory, heating plant and library probably too small. If necessary, might be better to center upon thfee buildings:

Dormitory for 100 girls	$ 85,000
Practice School	60,000
Heating Plant	40,000
	$ 185,000

The Library is housed in the Administration Building. The practice school will release space in the Administration Building, so an additional room might be given over to the library for the next two or three years.

Mr. Newbold said that Slater at Winston-Salem would present a request shortly.

We then discussed Durham. Mr. Allen had Mr. Brierley's recent letter. I mentioned some difficulties:

12 colleges in North Carolina

5 State Schools

Work of Durham being duplicated at Greensboro, which is now open to women

A few years time would clarify certain relations that are not clear at the present time. (Gifts of Duke family and possibility of medical college)

Allen spoke of possibility of an investigation by the Legislature indicating that certain people blamed the Department for not getting this help. I said that the General Education Board takes the entire responsibility.

Allen thinks if Durham is not helped, it might be better to postpone aid to the others until after the Legislature has acted. He will think over the matter further and let us know if he wishes immediate action.

1/15/29 NC-248

RECORD OF 1928 GRADUATES FROM ACCREDITED HIGH SCHOOLS

Name of School	Post Office	Graduates		No. Continuing Study		% Continuing Study		Tot. % Continuing Study	Rank
		M	F	M	F	M	F		
Private Schools:									
Albion Academy	Franklinton	14	31	7	10	50	32	38	8
Redstone Academy	Lumberton	7	22	4	8	57	35	41	5
Kinston College	Kinston	10	14	6	6	50	43	50	3
Lincoln Academy	Kings Mt.	8	10	4	3	50	30	39	7
Rich Square Inst.	Rich Square	2	12	2	4	100	33	43	4
Roanoke Inst.	Elizabeth City	3	12	2	0	67	0	13	15
Palmer Mem. Inst.	Sedalia	5	5	1	3	20	60	40	6
Burgaw N. & I.	Burgaw	9	7	2	3	22	43	31	13
Lutheran	Greensboro	6	7	4	6	67	87	76	1
Henderson Inst.	Henderson	12	21	7	5	58	23	35	10
E. N. C. Ind. Ac.	New Bern	5	11	5	1	100	9	37	9
Allen Home School	Asheville	0	8	0	5	-	60	62	2
Mary Potter School	Oxford	11	21	4	7	33	33	33	12
Thompson Inst.	Lumberton	2	21	1	5	50	23	26	14
Scotia	Concord	0	46	0	23	-	50	50	3
Christian College	Franklinton	5	7	3	1	60	14	33	12
Normal & Indus.	Laurinburg	9	19	5	5	57	26	35	11
Peabody Academy	Troy	7	29	5	13	71	45	50	3
High Schools With 1 Year Teacher Training or Connected With Colleges, Normal Schools or Junior Colleges:									
Elizabeth City State Normal		15	101	11	35	73	33	36	13
Albion Academy	Franklinton	14	31	7	10	50	32	38	12
St. Augustine	Raleigh	15	28	13	18	87	64	72	5
J. C. Smith	Charlotte	29	0	22	0	76	-	76	4
Bennett College	Greensboro		27		21		78	78	2
State Normal Sc.	Fayetteville	24	75	12	32	50	43	44	10
Lutheran	Greensboro	6	7	4	6	67	87	77	3
Kittrell	Kittrell	8	28	5	10	62	36	42	11
Henderson Inst.	Henderson	12	21	7	5	58	23	36	13
Allen Home Sc.	Asheville	0	8	6	5	-	62	62	7
Mary Potter Sc.	Oxford	11	21	4	7	36	33	34	14
J. K. Bricks	Bricks	5	5	5	3	100	60	80	1
Waters Training Sc.	Winton	6	24	3	18	50	67	60	8
A. & T.	Greensboro	28	0	20	0	71	-	71	6
Livingstone	Salisbury	14	13	11	3	79	23	51	9
City Public Schools (Classification by State School Facts)No. I.									
Greensboro		17	18	14	14	82	78	63	5
Raleigh		9	37	8	29	89	78	80	1
Winston Salem		33	72	21	50	61	69	67	3
Asheville		3	22	1	15	33	68	64	4
Durham		21	44	18	26	86	59	68	2
Charlotte		20	37	10	15	50	40	44	7
High Point		2	10	0	2	0	20	17	8
Wilmington		12	35	3	18	25	50	48	6

City Public Schools No. II.

Goldsboro	15	23	4	13	27	56	45	4
Salisbury	10	26	6	15	60	50	53	3
New Bern	7	7	1	1	100	100	14	6
Kinston	6	9	4	8	67	89	80	1
Rocky Mount	14	29	9	25	64	86	63	2
Wilson	3	19	3	5	100	26	36	5
Henderson (No Public High School Accredited)								
Concord " " " "								
Gastonia (" " " "								
Elizabeth City " " " "								

City Public High School Group No. III

Hickory	4	4	4	3	100	75	87	1
Lexington	2	11	1	7	50	64	61	4
Reidsville	2	16	1	5	50	31	33	6
Washington	9	14	4	3	44	21	30	7
Tarboro	11	15	8	3	77	20	42	5
Smithfield	8	22	5	17	62	77	73	3
Greenville	3	14	2	11	66	79	76	2
Shelby	2	2	0	0	0	0	0	8
Mt. Airy (No Public High School Accredited)								
Mooresville " " " "								
Roanoke Rapids " " " "								
Morganton " " " "								
Fayetteville " " " "								
Statesville " " " "								
Richmond Co. Training School, Rockingham (No. Report)								
Monroe	2	15	0	7	0	47	41	8
Martin Co. Tr. Sc. Parmele	4	6	2	1	50	17	30	9
Mt. Olive	0	10	0	2	0	20	20	11
Duplin Co. Tr. Sc. Faison	3	12	1	2	33	17	20	11
Warren Co. Tr. Sc. Wise	4	13	4	7	100	53	65	3
Cartaret Co. Tr. Sc. Beaufort	4	3	3	1	75	33	57	5
Hertford	5	17	3	7	60	41	80	2
Sampson Co. Tr. Sc. Clinton	2	20	0	6	0	30	27	10
East Spencer	1	1	1	1	100	100	100	1
Wilkes Co. Tr. Sc. Wilkesboro	4	4	3	2	75	50	62	4
Wake Co. Tr. Sc. Method	17	32	9	20	53	62	51	7
Orange Co. Tr. Sc. Chapel Hill	5	8	1	6	20	75	54	6
Warsaw	4	6	0	1	0	17	10	12
Total	529	1250	320	606	60	46	52	

Total No. Graduates from all schools (1927-28) - 1800
(High School Principal's Annual Reports 1927-28)

Total No.	1925	1925	1926	1927	1928 B	1928 G	1928 T
Total No. Graduates Reported	1	1006	1220	1575	529	1250	1779
Total continuing Study		448	572	827	320	606	926
Total Percent continuing Study		44.5	46.9	52.5	60.1	48.5	52
Total No. Continuing in State		359	445	664	245	504	749
Percent Continued in State					76.7	83.2	80.8
Total Continuing in State Institutions: Public		173	210	355	109	308	417
Percent " " " " "		38.4	36.7	42.9	34.1	50.8	45
Total Continuing in State Institutions: Private		186	235	309	136	196	332
Percent " " " " "		41.6	41.1	37.4	42.6	32.4	35.8
Total Continuing in Out-of-State Institutions		89	127	163	75	102	177
Percent " " " "		19.8	22.2	19.7	23.3	16.8	19.2

	City M	City F	City T	Rural M	Rural F	Rural T	Total M	Total F	Total T
Total No. Teaching	3	45	48	14	277	291	17	322	339
Total No. Married							12	37	49
Total No. Dead							2	7	9
Percent Teaching							3.2	25.7	19
Percent Marrying							2.83	2.72	2.7

No. schools reporting	64
No. with 50% or above in college	32
No. Institutions attended	57

Total Graduates	1800
Total Non-Standard Graduates	48
Total Standard	1779
Total Reported	1779
Total Not Reported... (Non Standard)	21

Occupations Entered:

	M	F.	T
Domestic	50	99	149
Mechanics	19	0	19
Factories	1	0	1
Farms	14	0	14
Messengers	2	0	2

	M	F	T
Fishermen	1	0	1
Barbers	5	0	5
Clerks	1	0	1
Printing	1	0	1
Common Labor	3	0	3
Unaccounted For...	79	162	241

#4

Public Institutions Attended in State:

	B	G	T
A. & T. College	57	15	72
Elizabeth City State N	4	42	46
Fayetteville State Nor	12	102	114
Teachers College	3	114	117
N. C. C. for Negroes	33	35	68

	M	F	T
Total.....	109	308	417

Private Institutions Attended in State:

Bricks.....	9	9	18
Bennett	-	36	36
J. C. Smith.....	52	-	52
Livingstone.....	22	26	48
Shaw.....	27	54	81
St. Augustine.....	16	14	30
Immanuel Lutheran...	2	3	5

	M	F	T
Total	128	142	270

One Year Teacher Training Schools or Colleges

* Albion.....	3	8	11
* Allen Home.....	-	7	7
* Mary Potter.....	0	6	6
* Waters Training Sc..	0	16	16
* Scotia.....	-	4	4
**Palmer Memorial.....	1	3	4
# St. Agnes Hospital		2	2
# Lincoln Hospital....		6	6

	H	F	T
Total	4	52	56

* One Year Teacher Training abbve high school
** One year college work. # Nurse Training Course.

Colleges Which Get a Large Group of Our Graduates and the Distribution of Graduates Among Them for Past Four Years

	1925	1926	1927	1928
Elizabeth City State Normal	20	18	40	46
Fayetteville State Normal	23	54	84	114
N. C. College for Negroes	27	30	99	68
Winston Salem Teachers College	72	71	76	117
A. & T. College	31	32	56	72
Bennett College for Women	6	7	29	36
J. K. Bricks Jr. College	9	14	8	18
J. C. Smith University	46	65	60	52
Kittrell College	14	12	19	6
Livingstone College	29	37	35	48
Shaw University	63	72	90	81
St. Augustine's Jr. College	8	22	38	30
Atlanta University	5	5	1	5
Fisk University	4	5	5	4
Howard University	16	23	35	22
Hampton Institute	10	18	36	32
Knoxville College	-	9	7	10
Lincoln University	7	4	8	3
Morgan College	2	3	-	4
Morehouse College	-	1	,2	5
Talladega College	2	8	4	9
Union University	7	15	12	11
Va. State	6	2	-	14
Wilberforde University	1	5	7	1

OUT OF STATE SCHOOLS ATTENDED 9(1928-29)

	B	G	T
Allen University.....		1	1
Bap. Theo. Sem.(Atlanta).	1		1
Bluefield Institute.....	1		1
Clark University (Atlanta)		3	3
Columbia University	1		1
City College (New York)	1	1	2
Cheyney		1	1
Cleveland Tech.....		1	1
Edward Waters.....	1		1
Eckles Embalming School	2		2
Freedman's Hospital		3	3
Fisk.....	1	3	4
G. & J. Embalm.(Nashville	2		2
Ga. State	1		1
Howard.....	11	9	20
Hampton.....	10	21	31
Hunter College.....		4	4
Knoxville College	5	4	9
Lincoln.....	2		2
Lincoln Hospital (New York		2	2
Lane.....	1		1
Morgan.....	2	1	3
Morehouse.....	5		5
New York University.....	1		1
New York Business School		2	2
Newark Normal		1	1
Ohio State.....	1	1	2
Provident Hospital.....		1	1
St. Philips Hospital.....		3	3
Talledega.....	2	6	8
Temple.....		2	2
Union.....	10	1	11
Va. State.....	5	8	13
Wilberforce University...	1		1
Dunbar H.....	1		1
West Va. Collegiate Inst.	2	1	3
	70	60	130

(Compiled and issued by H, L. Trigg, Inspector High Schools, Division of Negro Education, State Department Education, Raleigh, N. C. 1/15/29)

Wm. Schs
NC-2-8

State of North Carolina
Superintendent of Public Instruction
Raleigh

January 25, 1929

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

Enclosed is a statement which was distributed to the members of the appropriations committees of our General Assembly yesterday. You will observe from this statement that the Budget Commission has already suggested $50,000 for a dormitory at Fayetteville. We made yesterday the additional proposal without naming any source from which the extra $50,000 might be secured. I think the hearing yesterday made a favorable impression and we may get the additional $50,000. In that event I certainly hope the General Education Board will be willing to appropriate $50,000.

As you know, the plant at Fayetteville is now worth something like $400,000 and this additional amount would place the property value at about a half million dollars.

There is also some hope of getting $100,000 at Winston-Salem on a similar basis. Please consider the request of that institution for $50,000 if the General Assembly makes the appropriation. The property value at Winston-Salem is now in excess of $600,000. The expenditure there, therefore, of $150,000 would place the property value at that college slightly beyond three-quarters of a million dollars.

I am not in a position just at this time to say whether or not the amount contained in Mr. Duke's will is an additional amount, or if that is the same amount which was given some months ago. I will find out about this, however, and let you know.

The chairman of the appropriations committee has kindly consented to give us another hearing on Tuesday, February 5th. Any encouraging information which you can give us prior to that time will be very acceptable.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:P

THE FAYETTEVILLE STATE NORMAL SCHOOL

The authorities of the Fayetteville State Normal School, while deeply appreciative of the sum recommended for Permanent Improvements, find the needs of the institution so pressing as to induce them respectfully to make an appeal for an additional $50,000, conditioned upon the obtaining of $50,000 from another source to supplement the $100,000 appropriated by the State. There is substantial ground for the belief that this sum will be given by a philanthropic foundation.

This $150,000 will build and equip both a dormitory and a training school. The former has been sorely needed for the past two years, and we have been without a training or practice school since the fire of 1925. Our practice teaching has suffered ever since. Then, our normal enrollment was 47, now it is 236, next year it will be at least 300. The president of the Fayetteville Normal is donating, as a site for the training school, a tract of 5 acres adjacent to the campus, on the main highway.

Request is made, also, for the increase of the Maintenance fund to $42,000 for the year 1929-30, and to $45,000 for the year 1930-31.

The remarkable expansion of the institution within the past few years will be accelerated by the new certification regulations. The staff must be materially enlarged to care for the increased student population. The staff at the present is too small to adequately care for the number of students enrolled. THE FAYETTEVILLE STATE NORMAL HAS THE LOWEST PER CAPITA COST OF ALL THE STATE EDUCATIONAL INSTITUTIONS FOR NEGROES:

Per Capita Cost per Annum out of Appropriations

	Actual 1927- 28	Est'd 1928-29	Est'd 1929-30
Winston-Salem Teachers College	$132	$122	$128
Elizabeth City State Normal	79	81	80
N.C.College, Durham	156	185	150
A. & T. College, Greensboro	150	138	138
Fayetteville State Normal	75	80	80

Number of Students to One Employee

	Actual 1927-28	Est'd. 1928-29	Est'd 1929-30
Winston-Salem Teachers College	9.4	10.6	11
Elizabeth City State Normal	11.4	11.3	11.2
N. C. College, Durham	8.7	9.4	10.2
A. & T. College, Greensboro	6.2	6	6
Fayetteville State Normal	11.2	11	11.3

NC-248

February 1, 1929

Mr. N. C. Newbold,
State Department of Education,
Raleigh, North Carolina

Dear Newbold:-

On my return I find your letter of January 25th, regarding Fayetteville and Winston-Salem. I am glad to know that chances are good for getting the additional amounts from the State.

The next meeting of the Board will be in May, and by that time you will know what you can count on from the state.

I hope very much that whatever the state appropriates to schools and colleges will be without condition. It implies an obligation upon the Board, which the Board cannot assume.

With all good wishes,

Very sincerely yours,

JD-W

NC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

Feb. 6, 1929.

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia.

Dear Mr. Davis:

Your letter of February first has been received. We have not had in North Carolina, I think, in the last decade or more a time when there was such a determined disposition on the part of our law-makers to reduce expenses and expenditures of all kinds. If we can hold out some hope of some substantial aid from outside the State it seems possible to get the Assembly to increase appropriations for permanent improvements at Winston-Salem and Fayetteville. I seriously doubt if we can hope for any increase on any other basis.

I quite understand your viewpoint and the attitude of the General Education Board, and feel sure you are right. However, I am exceedingly anxious this year, if possible, to secure something like the following for three of our Institutions:

1. Fayetteville $150,000.00 for girls dormitory and practice school and some slight improvements on the grounds, as well as additional equipment for the library.

2. For Winston-Salem $150,000.00 for a dining room and for an auditorium, library and some special service facilities combined.

3. $50,000.00 from the General Education Board for Durham, in order to complete two dormitories, one for boys and one for girls. The administration building is now being constructed. This will provide the necessary class room and administrative offices for some-time. The Budget Commission has recommended $45,000.00 for a dining room to seat300 to 350 students at Durham. There ought to be space, while they are building, for at least 500 students. The present General Assembly, no doubt, will remove the conditional clause in the appropriation made to Durham two years ago. Briefly on such a program I would hope to get about $50,000.00 on each of these three institutions from the General Education Board, and perhaps $10,000.00 to $20,000.00 each from Mr.Rosenwald, if possible. This would mean, as you will note, an expenditure now of approximately $150,000 or more each at Winston-Salem and Fayetteville, and approximately $350,000.00 at Durham.

There are certain personal, as well as official, reasons which prompt me to be anxious to carry through this program, if possible

this year. Our General Assembly will be in session until about the middle of March. Will you do me the favor to study the situation carefully and make any suggestions you can? As I see the situation now, it was a mistake for us not to make our appeal to the General Education Board when it met last fall, so that we would know what the Board might be willing to do on the program, such as I have outlined to you above. The carrying out of this program would place these three institutions in very excellent condition to meet the demands which are being made upon them by the rapidly increasing number of high school graduates.

In this outline, I have not said anything about Elizabeth City nor A.& T.College. In about two years or more, we shall be in position to expend the equipment at Elizabeth City. I am not, as you know, accurately informed on the exact needs of the College at Greensboro, though the plant there is in far better condition than any of the others.

If anything can be done by our friends in New York, we still have time, as you see, to get the matter more definitely before our law-makers before adjournment in March.

If we can carry this whole program through, it will mean the expenditure of approximately $450,000 of State funds at the three institutions, which together with the amounts requested from the General Education Board and the Rosenwald Fund, would round out a program of permanent improvements that would be notable. The property value of the institutions at Fayetteville and Durham would then be in excess of a half million dollars, and Winston-Salem more than three-quarters of a million.

At the present time 750 students of college grade are enrolled in these institutions. I am reasonably confident the number will reach 1500 within five years, or an average of 500 in each institution. I would hope that number would be about the maximum for these institutions for some time to come.

We have compiled a carefully prepared report showing the distribution of 1779 graduates of our accredited high schools for last year. About fifty-two percent of them are now enrolled in higher institutions.

I am inclosing copy of this report. You will note on page # 4 that 117 graduates (1928) enrolled in Teachers College, Winston-Salem, 114 at Fayetteville, and 68 at Durham, or an average of 100 at each of the three institutions under discussion.

As you may know, none of our Negro institutions have had any considerable appropriations for improvements in the last four years. The development outlined above is badly needed, and it would have a most encouraging and cheering effect upon all our Negro people, and would serve to unify and stimulate the program which we have tried to carry forward in this State. It would have a good effect, too, I believe upon the white people of the State.

Lastly - I have referred to a personal element in this situation. It would be extremely gratifying and encouraging to me if some such program as I have outlined could be carried out this year. I am within sight of the end of the sixteenth year that I have devoted to this work, and I do not know of course how long I may be permitted, or can afford, to continue it. Nothing I have ever done has so appealed to me, and so challenged every ounce of energy and initiative - in fact, the best that I have had to give - as this work has.

You can see, therefore, that there is an element of selfishness in my appeal to our friends in New York and Chicago, as well as the existence of a real need for help.

With cordial good wishes, I am

Very sincerely,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN EG

P.S.

I am sending copies of this letter to Dr. Dillard and Mr. Smith.

Inclosure: Copy.

Mr. Newbold does not think it likely it will be possible to get necessary appropriations from the State, if there is not some outside assistance. Gen.Assembly in session until March 15,1929
He is anxious for the following amounts this year:

	STATE	G.E.B.	ROSENWALD	TOTAL	For:
Fayetteville:	$ 80,000	$50,000	$ 20,000	$ 150,000	G.Dor.& Prac.Schl.
	G. E. B.				
Winston-Salem	$ 80,000	50,000	20,000	$ 150,000	D.Room, aud. Lbry. equip.
Durham	$280,000	50,000	20,000	$ 350,000	D.room & 2 dors.
TOTAL	$340,000	150,000	60,000	$ 650,000	

Letter - N.C. Newbold - Feb. 6, 1929

NC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

March 5, 1929

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

We did not get an opportunity, as you will recall, to discuss my letter about permanent improvements at Winston, Durham and Fayetteville. Since you left here I have had an opportunity to talk with Mr. Embree and Mr. Smith. They were interested I think but did not, of course, make any definite promise.

Is there any thing you can say for the G. E. B. at this time on that program? Our Legislature will probably close about the 16th. I am sure you know I do not wish to press this matter unnecessarily. If it is to get attention at this session of our Legislature, however, we must act within the next few days.

We were all delighted to have you and Mrs. Davis, and I was sorry it was necessary for you to hurry as you did.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

GHF:P

Dr Dilland wrote saying our program is "sensible and reasonable"

NC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

March 14, 1929

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

I thank you for your letter of March 7th, altho it did not bring me the encouraging information which I had hoped for.

Early in the beginning of the present session of our General Assembly I went to Mr. Allen in regard to some plans for the Negro normal schools and colleges. He told me he was so busy with other matters in connection with our whole school program, he wished I would go ahead and see what could be done. He went further and said he thought I knew more about these matters anyway than any one else.

I would not have written you the statement I did some weeks ago in regard to conditional appropriations if I had not previously taken up these matters with Mr. Allen.

The situation as it exists in the General Assembly now is not encouraging, I am sorry to say. I thought it would be possible if I could get some sort of encouragement from the General Education Board to get through the General Assembly appropriations about as I indicated in my letter to you. I fear we shall have no basis on which to appeal to the Board in May, tho I hope matters may turn out better than I expect.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:P

NC-248

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 12, 1929

T. A. APR 15 1929
Files

Mr. Trevor Arnett, President
General Education Board
61 Broadway
New York City

Dear Mr. Arnett:

I should like to have the privilege of calling to your attention the present condition of the Division of Negro Education in our Department. I am handing you herewith a financial statement showing the expenditures of this division in 1928-29, and the available funds for 1929-30.

The General Assembly of 1927, in getting the Division of Elementary Instruction established, for some reason took away from the Division of Negro Education $6,000 in the preparation of the appropriation bill. Right at the last of the session in 1927, the General Assembly authorized us to use $6,000 out of a fund known as the Teacher Training Fund.

When we prepared our budget in August of 1928, we asked the Budget Commission to set up this $6,000 in the direct appropriation to the Division of Negro Education, and, therefore, made no request to continue using a part of the Teacher Training Fund. The Budget Commission some way overlooked this situation, and when the appropriation bill came out of the committee to the General Assembly in 1929, this $6,000 was still missing. In my opinion, it was not the deliberate intention of the Budget Commission to eliminate this appropriation. The appropriation of $2,000, which your Board has been so generously furnishing us for a number of years, added to the $6,000 makes the $8,000 deficit in round numbers.

This will eliminate from our work Mr. Credle who has been working with the Rosenwald people in the Rosenwald schools, and Mr. Ferguson who has been doing the teacher training work for the Division of Negro Education. I am wondering if your Board would be interested in carrying for two years the work of Mr. Ferguson in the teacher training field until we have another opportunity to go back to the General Assembly for another appropriation. You will notice from this financial statement that Mr. Ferguson's salary is now $3,300 and his travel $1,100, making a total of $4,400. He has not had a raise in four years. I am wondering if your Board, in case it is interested in this, would consider making his salary $3500 and his travel $1000, or a total of $4500 for the biennium. It will greatly cripple the work of the division of we lose the services of Mr. Ferguson.

I shall try to make other arrangements for Mr. Credle.

+ See note next page

T. A. #2

Thanking you for your consideration, and with sincerest good wishes, I am

Very truly yours,

A. T. Allen
State Superintendent Public Instruction

In a letter dated Apr. 15
asks
Salary ~~4 HF~~ — 3600.
Travel " — 1200
4800 2 yrs. $9,600.

JA.

4/17/29 NC-248

DIVISION OF NEGRO EDUCATION

Expenditures 1928-1929

Position	Name	Salary	Travel	Total
Senior Educational Supervisor	N.C. Newbold	$4,500	$1,000	$5,500
Associate Educational Supervisor	G.H. Ferguson	3,300	1,100	4,400
Associate Educational Supervisor	W.F. Credle	3,000	1,100	4,100
Assistant Educational Supervisor	H.L. Trigg	2,900	900	3,800
Assistant Educational Supervisor	G.E. Davis	2,600	850	3,450
Junior Educational Supervisor	Annie W.Holland	2,000	850	2,850
Senior Stenographer Clerk	Annabelle Pratt	1,800	---	1,800
Senior Stenographer Clerk	Emily Guilford	1,500	---	1,500
Junior Stenographer Clerk	S.A. Dickerson	1,200	---	1,200
	Total	$22,800.00	$5,800.00	$28,600.00

INCOME 1929-1930

Source	Name	Salary	Travel	Total
General Education Board	N.C. Newbold	$4,500	$1,000	$5,500
Rosenwald Fund	G.E. Davis	1,500	---	1,500
TOTAL - Private funds		6,000	1,000	7,000
State Advisory Budget Commission		10,350	3,000	13,350
TOTAL - State and Private		$16,350	$4,000	$20,350
Estimated Deficit		$ 6,450	$1,800	$8,250

NC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

April 15, 1929

Mr. Jackson Davis,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Davis:-

Complying with the suggestion in your letter of April 8, 1929, we are writing as promptly as we have been able requesting aid of the General Education Board on certain projects which we are outlining below:

1. State Educational Institutions for Negroes.
   1. State Appropriations for Permanent Improvements for Negro State Normal Schools and Colleges since 1921.

School	1921	1923	1925	1927	1929	Total
Agricultural & Technical College, Greensboro, N.C.	$115,000	$445,000	$40,000	$40,000	$25,000	$665,000
Elizabeth City State Normal School, Elizabeth City, N.C.	166,000	173,000	30,000	10,000	12,500	391,500
Fayetteville State Normal School, Fayetteville, N.C.	166,000	123,000	30,000	20,000	50,000	389,000
North Carolina College for Negroes, Durham, N. C.			30,000	200,000	45,000	275,000
Winston-Salem Teachers College, Winston-Salem, N.C.	166,000	173,000	30,000	55,000		424,000
	$613,000	$914,000	$160,000	$325,000	$132,500	2,144,500 *

2. The total annual State Maintenance appropriations for these five institutions for the next two years are as follows:

1929-1930	$ 236,950
1930-1931	244,450
Total two years	$ 481,400

*$2,144,500.00

3. The actual total amounts received from both State appropriations and various fees, (and expended)by the five institutions were:

1927-1928	$ 471,073
1928-1929 (estimated)	500,000

Note - Judging from the figures given above, it is apparently safe to predict that these five Negro state institutions will receive (and expend) from all sources for maintenance within the next biennium more than One Million Dollars.

Note 2. To aid in the development of this Permanent Improvement Program the General Education Board gave $125,000 in 1921 to be used in the purchase of equipment for what were then the three State Normal Schools at Elizabeth City, Fayetteville and Winston-Salem. Of this amount $5000 was transferred by agreement of the Board when the Durham State Normal School was taken over by the State, and used for repairs on that institution.

Prior to this time a small amount had been given by the Board for improvements at Elizabeth City, and $10,000 was given by the Board to match a like amount given each by the State and the citizens of Winston-Salem for a Vocational Buulding at Slater State Normal School, totaling $30,000. Smaller amounts have been given by the General Education Board and the Rosenwald Fund for Libraries, Scholarships, and other aids.

4. Enrollments in Five Negro State Institutions - 1921-1929 - College Grade Only.

	Winston-Salem Teachers College	Fayetteville State Normal	Elizabeth City State Normal	A. & T. College	N. C. College	Total
1921-22	10	4	24	80		118
1922-23	16	5	31	57		109
1923-24	33	19	32	no record	19*	103
1924-25	90	43	47	39	32	251
1925-26	144	55	44	48	62	353
1927-28	171	97	43	65	68	444
1927-28	177	180	87	103	167	714
1928-29	263	238	133	220	230	1084

*Taken over by State in 1923.

The present needs, (all of which are urgent), of these institutions taken in order as listed are as follows:

1. Agricultural and Technical College - a Library Building, $25,000 to $50,000. (The present library as will be noted by any informed visitor is wofully inadequate to meet the requirements of such an institution.)

2. Elizabeth City State Normal School. (The physical plant of this institution is fairly adequate to meet the needs for the next two years).

3. Fayetteville State Normal School - A Practice School to cost about $60,000. It should contain fourteen to twenty class rooms and an auditorium as a minimum.

Note. The $50,000 appropriated by the Legislature this year is for a girls' dormitory which is only one-half the amount the institution needs, since it ~~is~~ now has a sufficient enrollment to fill the new dormitory provided for in addition to dormitory space already on the campus. Last fall 114 new college (or normal) students entered this institution.

4. North Carolina College for Negroes - (a) Equipment for new administration and class-room building (now being constructed and costing about $150,000) - $20,000. (b) Dormitory for boys, $75,000 to $100,000.

(Note. The Legislature provided $100,000, for a girls' dormitory, but the college has only one small dormitory for boys.) (c) For addition to Dining Room, $15,000 to $20,000.

(Note. The State has provided $45,000 for a dining room to accommodate about 350 students. It seems that it would be wiser now to build for a minimum of 500 since a more satisfactory plan could be made for the larger building now, rather than have to add to it later).

5. Winston-Salem Teachers College. (Note, President S. G. Atkins is working on a program of development which we hope to present to Mr. Jackson Davis in a few days.

II. Division of Negro Education, State Department of Public Instruction.

For the maintenance of this Division for the next biennium (1929-1931) there is a deficit or shortage of $8,250 for each year of the biennium. This deficiency developed as follows:

1. In 1927 a transfer of funds was made from the Division of Negro Education (which was allotted $20,000 that year by the Governor and Advisory Budget Commission) to another Division which reduced the amount needed annually by $6000. On almost the last day of the 1927 session the Legislature agreed for the Division of Negro Education to use in 1927-28, 1928-29 $6000 each year from a special fund for teacher-training. This transfer or error perpetuated itself in 1929, and the Division is now short $6000 on this item.

2. For some years the General Education Board has been appropriating $2000 ann ually to apply on the salary of Mr. W. F. Credle, a member of the Division. The Board had asked that this be discontinued June 30, 1929. This accounts for another $2000 on the total annual deficit for the next two years.

+ This has been presented.

May 2, 1929. J.A.

3. The balance of the shortage, viz: $250 is due to unexpected expenditures added within the present year 1928-29.

Note - To assist us in covering this deficit of $8,250 for each of the next two years we have requested the General Education Board, through its President Mr. Arnett, to take over the salary and traveling expenses of Mr. G. H. Ferguson, who is Assistant Director of the Division, and who has the direction of our teacher training program for Negroes. The present salary is $3300 and expenses $1100. The salary ought to be a minimum of $3600 and expenses $1200. Assistance on that basis will be highly appreciated.

Summary: Within the brief period under discussion, 1921-1929, the State has by direct appropriation by the General Assembly made available more than two million dollars for permanent improvements at the Negro Normal Schools and Colleges. Nearly a million dollars have been spent upon maintenance in the present biennium.

In the period, 1921-1929, enrollments on the college level increased from 118 to 1084. With the rapid development of high schools (64 four-year accredited now and 75 others progressing toward standardization) it will be safe to estimate a college enrollment double what it now is within five years, or more than 2000 in state institutions. Last year 1800 students graduated from 64 accredited high schools. Our records show that 52 per cent, or more than 900 entered normal schools or colleges last fall. High school departments have already been eliminated from two of the state colleges, and will be eliminated from one of the normal schools at the close of the present session.

In view of what the State itself has done to make permanent and useful these Negro institutions, we sincerely hope the General Education Board, either singly or in cooperation with the Rosenwald Fund, may find it possible to assist us in the ways we have indicated. Anything either or both will do will be keenly appreciated by us and by our people of both races.

With cordial good wishes,

Very sincerely yours,

A. T. Allen

State Superintendent Public Instruction.

N C Newbold

Director Division Negro Education.

NCN:P

NC-248

State of North Carolina
Superintendent of Public Instruction
Raleigh

April 26, 1929

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

On my return to the office this morning I took up immediately the following matters:

1. Sent telegram to Dr. Atkins at Hampton Institute as follows: "Suggest you explain to Mr. Jackson Davis today fully your plan requesting aid from the General Education Board".

2. Telephoned Dr. Flowers, who says he will send you today the latest financial report of the North Carolina College for Negroes.

3. Telephoned Dr. E. E. Smith for enrollment figures at the Fayetteville State Normal School, which are as follows:

1. Enrollment Normal Department, second session, 1928-29
a. Boys, 24; girls, 214, total 238

2. Boarding students in dormitory and nearby vacinity
a. Boys, 18 - including Dean of men; girls, 190, including fifteen teachers and officers, total 208.

3. Number of available rooms for men and women, two in a room.
a. Boys' dormitory - 26 rooms, sufficient to accommodate fifty young men, one room being reserved for Dean of men.
b. Girls' dormitory - 71 rooms, sufficient to accommodate 142 girls, including 15 teachers and officers.

4. Estimated enrollment 1929-1930 (a) boys 30, (b) girls 275, total 305.

5. Nearest estimate as to needs for dormitory space. We have sufficient dormitory space to accommodate boys for a number of years. We need additional space for 150 girls. This will take care of those now boarding out and the prospective increase in the number of girls. This also takes into account the 100 expected to be accommodated by the new dormitory containing fifty rooms to be provided by the appropriation of the recent Legislature. When this is done we will then be short accommodation for at least fifty girls.

4. I am writing you further in regard to a scholarship for Mr. S. D. Williams of Johnson C. Smith University. (see letter)

5. If it should seem wise and agreeable to all parties concerned, and Mr. Credle himself should like to have a year at Peabody, do you think the Board would consider offering him the scholarship which was not granted to one of Mr. Allen's applicants. I have not talked with Mr. Allen or Mr. Credle about it yet but expect to sometime today and perhaps can add a foot-note before this letter is mailed.

6. The following is a paragraph quoted from a letter just received from Dr. Shepard: "Miss Smith informs me that you are endorsing her application for a scholarship from the General Education Board. As I told you personally, she is very worthy and if we can get these two people in school next year, we will have two very fine representatives." The other representatives he refers to is Miss Watson, who he hopes will receive aid from the Rosenwald Fund.

Please let me say again it was a real pleasure for me to have the opportunity to go over our matters with you yesterday.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:P

It has not been possible to see Mr. Allen on account of conferences and the like, and I am leaving tonight for Winston-Salem and Wilmington. Mr. Credle is anxious to have the opportunity. If you think it can be considered, write me and I will ask Mr. Allen to write you early next week. N. C. N.

NC 248 Division of Negro Education
Reports

Box 119 Folder 1076

THE RALEIGH TIMES

Tuesday, November 11, 1924

WHAT NEWBOLD REQUIRES STATE SHOULD GIVE

The meeting here of those charged with responsibility for the education of the negroes of North Carolina has resulted in paens of praise for what the State has done for its colored citizenship. Most of this praise is, we think, deserved. North Carolina white folks have been more generous in their dealings with the negroes than has the South generally, and perhaps the colored people have been offered about as much of educational opportunity as they were ready to take advantage of.

But the State is in no position to sit back and bask itself in a glow of self-satisfaction. Those few who have attempted to meet the obligations of the entire citizenship to these wards of North Carolina are asking for increased facilities for training negroes to educate the members of their race. Mr. Rosenwald of Chicago has generously provided some of these facilities and North Carolinians with tact as well as intelligence have made splendid use of what they have had to work with.

They haven't enough. The conference is unanimous at this point and asks for a college of liberal arts for the negroes of the State.

If THE TIMES were so nonsentient as to feel no concern for the education of that part of the citizenship whose color differs from our own, it would still follow without question the lead of N. C. Newbold, director of negro education in North Carolina, who to our way of thinking has the hardest job in this State and has at all times crammed it full of sympathetically sane accomplishment and has taken his reward in the approval of his own conscience.

North Carolina will never make a Governor or a United States Senator of Mr. Newbold. The majority of even his thoughtful fellow citizens will never realize the load he keeps off their consciences by imposing it on his own. He takes a square deal into a situation that makes the Equalizing Fund and its distribution look like the ABCs and he comes close to making that square deal go round.

Withal he is so little given to thought of self that we fear he will not like this personal treatment we have given his work. For any disquiet given him by it an apology is tendered; but a conscience of our own that stirs at times moves a vote of thanks for the most real home missionary of our acquaintance.

Whatever he asks in behalf of those he is endeavoring to meet the obligations of a great State to should be given them and him.

Over

NEWS AND OBSERVER, RALEIGH, N. C.

Wednesday, November 12, 1924

NEGRO EDUCATION FORWARD

If North Carolina's education system is to be judged impartially it must stand or fall by the record of what it has done to help those who cannot help themselves.

The old educational policy was predicated on the theory of special training for the select few. The new school of thought takes democracy for its inspiration and holds that education must be tested by the extent of its diffusion as well as by the degree of its training.

North Carolina is one the right track. We have far to go both in respect to white and to negro education. But we must not neglect the negro. We must demonstrate more than a negative interest in negro education. We must see to it that we make up for our long years of negligence.

Hear this from Prof. N. C. Newbold, supervisor of negro education in North Carolina, speaking before the conference on negro education here this week:

The State of North Carolina is preparing to appropriate approximately $15,000,000 of public funds for the education of its negro citizens in the next four years. This is more money than was spent for public education of both white and colored in the entire decade between 1895 and 1905 and is more money than the State spent for education in any four year period prior to 1910.

The negro people of North Carolina are exceptional. They have advanced beyond the negroes of other States in character, standards of living and education and are now prepared to meet the same educational requirements as their white neighbors. North Carolina has faith in its negro people. It spends millions for their education, and it believes there should be one standard for teachers and not two.

In one great particular negro education is handicapped. That is in the matter of trained teachers. The conference passed a resolution asking the General Assembly to provide a four year teacher college for the negroes of the State.

If we are going to provide schools for the negro boys and girls, we can do no less than to afford facilities for the decent training of teachers to man them.

G. E. B. 26

(3-28-25)

NC 248

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APPRECIATION FOR NEWBOLD

To the Editor: I desire on behalf of the Negroes of North Carolina to express their appreciation of the work of Mr N. C. Newbold, Director of Negro Education under the Department of Education. Mr. Newbold fills a very difficult position. He has to represent the fairness and justice of the Southern white people and interpret their friendly attitude to the Negro and at the same time he is the voice for the Negroes in trying to express their longings and desires to the white people. He has done both with absolute justice and fairness. It has seemingly been a thankless task, but in the days that are before us, it will be seen that he has strengthened the bonds of friendship and understanding between the races.

I feel that at this time, when the future education of the Negroes is being vitally discussed, the people of the State ought to know that the Negroes believe in and have confidence in Mr. Newbold and that they appreciate his labors of love and sacrifice. I think I can speak with authority for I represent four thousand colored teachers in North Carolina as the President of the North Carolina Negro Teachers Association and 20,000 Masons as the Grand Master of the Negro Masons of North Carolina.

Very truly yours,
JAMES E. SHEPARD.

White NC. 378

SCHOOL FACTS

HED SEMI-MONTHLY BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

RALEIGH, N. C. Vol. III, No. 11

nd-class matter September 20, 1924, at the postoffice at Raleigh, North Carolina, under the Act of August 24, 1912.

ON

RVISION IN TEN YSTEMS

Supervisors	Elementary Enrollment	Number Elementary Teachers	Scholarship Index of Teachers
8	6,859	235	702.1
9	5,979	205	736.6
2	5,537	152	723.0
3	4,315	109	689.0
6	3,699	114	645.8
4	3,349	90	763.7
4	2,883	75	729.7
2	2,773	94	721.3
6	2,229	78	721.8
4	1,594	45	733.3
48	39,217	1,197	------
.8	3,921	119.7	714.2
29	383,276	11,061	------
29	138,194	4,021	------
0	245,082	7,040	------
.3	3,833	110.6	498.2
.0	4,765	138.6	517.9
0	3,452	99.2	487.0

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the progress made in the two groups of counties. An examination of this item shows that while only 43.6 per cent of the rural white teachers meet this requirement, it is met by 51.4 per cent of the teachers in the supervised counties and only 41.4 per cent of those in the unsupervised counties.

4. *Number of Standard Elementary Schools.* The report on Standard Elementary Schools for 1925-26 shows that only 63 county schools were able to meet the standards set for the elementary schools of North Carolina. Thirty-four or 54 per cent of these were in the twenty-two counties that have had a program of supervision since 1923. In other words, only about one-fifth of these counties had had supervision, yet they contained over one-half of all the standard rural elementary schools.

Summary. A study of these academic factors of school efficiency show that the rural schools are making progress along all these lines. However, in each factor—the holding power of the school, increase in school term, securing and retaining better qualified teachers, and the number of elementary schools reaching the standards—the supervised counties show greater progress than the unsupervised counties. These facts would indicate that the supervision of instruction is a positive factor in improving the academic efficiency of rural elementary schools.

Value of Rural Supervision

Its Educational Worth to the Child. In a scientific investigation (1) made by the Division of Supervision in two groups of consolidated schools, similar in every respect except supervision, it was found that on an average the children in the supervised schools made 126 per cent more progress than the children where there was no supervisor, or they advanced two and one-fourth times as fast. (These findings are corroborated by three scientific studies of the same subject in South Dakota (2), Michigan (3), and Indiana (4). In South Dakota the supervised group of schools made 94 per cent more progress than the unsupervised group; in Michigan 76 per cent more and in Indiana 25.7 per cent more. The South Dakota and Michigan studies were made in the one and two-teacher schools, while the Indiana study was for all the schools of two entire counties.) In the five months studied, 100 days, the supervised group received the equivalent of 138 days of instruction. On a basis of the same difference for the entire term of 160 days the supervised children did 1.4 grades work during one school year. (The fall tests showed the achievement of both groups of schools to be nearly a year below standard. This would indicate that for the last few years prior to this study neither group had made a grades progress within a school year.)

TABLE II—COMPARISON OF THE IMPROVEMENT IN ACADEMIC FACTORS IN SUPERVISED AND UNSUPERVISED COUNTIES

Factors of School Efficiency	1922-23			1926			Improvement		
	Rural	Supervised Counties	Unsupervised Counties	Rural	Supervised Counties	Unsupervised Counties	Rural	Supervised Counties	Unsupervised Counties
1. Per cent enrollment in average daily attendance	72.7	70.5	72.7	75.1	76.3	74.5	2.4	5.8	1.8
2. Average length of term	133.4	134.7	133.0	139.6	145.4	137.9	6.2	10.7	4.9
3. Index of scholarship of teachers	464.5	485.4	456.4	536.8	568.9	524.9	72.3	83.5	68.5
a. Per cent of non-standard	21.7	17.9	22.7	7.7	3.7	8.8	—14.0	—14.2	—13.9
b. Per cent standard	78.3	82.1	77.3	92.3	96.3	91.2	14.0	14.2	13.9
c. Per cent two years college and above	30.8	37.3	29.0	43.6	51.4	41.4	12.8	14.1	12.4
4. Number of standard elementary schools	------	------	------	63	34	29	63	34	29

TABLE III—READING—IMPROVEMENT IN STANDARDS OF ATTAINMENT IN TEN SUPERVISED COUNTIES

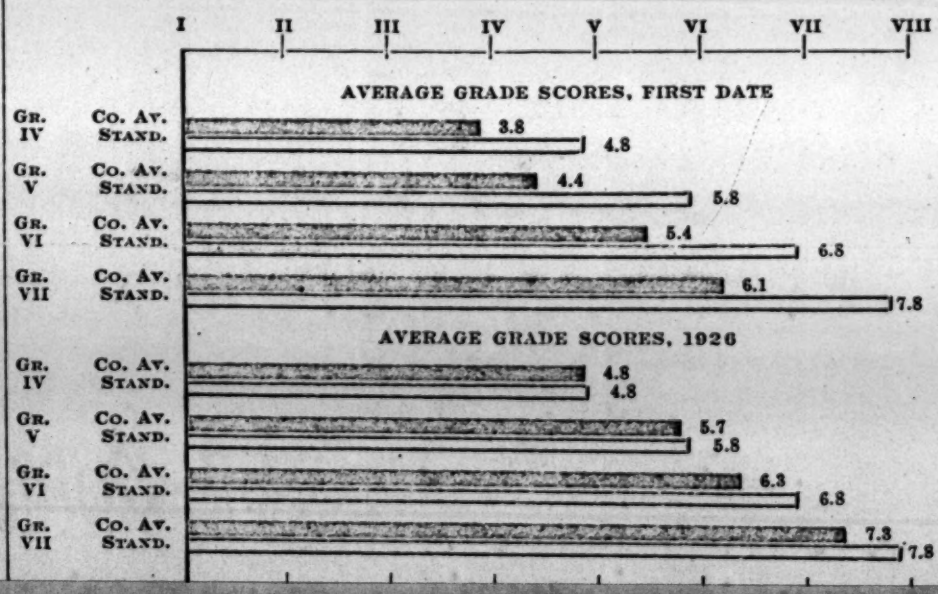
(Carteret, Craven, Durham, Guilford, Halifax, Lee, Northampton, Pitt, Wake, Wayne.)

Grades	Reading Ability Expressed in Grades and Tenths of a Grade for—			Difference in Actual Reading Ability and National Standards Expressed as the Decimal Part of a Normal School Grade for—		Average Improvement in Grade Standards for Grades IV-VII for Period Measured
	Spring Testing		National Standards	First Date	1926	
	First Date*	1926				
IV	3.8	4.8	4.8	—1.0	—.0	1.0
V	4.4	5.7	5.8	—1.4	—.1	1.3
VI	5.4	6.3	6.8	—1.4	—.5	1.1
VII	6.1	7.3	7.8	—1.7	—.5	1.2
Grades IV-VII				—1.4	—.25	1.15

*The first date for which test records were available was 1923 in part of the counties and 1924 in others.

TABLE IV—SHOWING THE IMPROVEMENT IN ARITHMETIC STANDARDS IN TEN SUPERVISED COUNTIES

Grades	Arithmetic Ability Expressed in Grades and Tenths of a Grade for—			Difference in Actual Arithmetic Ability and National Standards Expressed as the Decimal Part of a Normal School Grade for—		Average Improvement in Grade Standards for Grades IV-VII for the Period Measured
	Spring Testing		National Standards	First Date	1926	
	First Date	1926				
IV	4.1	4.6	4.8	—.7	—.2	.5
V	4.8	5.6	5.8	—1.0	—.2	.8
VI	5.7	6.5	6.8	—1.1	—.3	.8
VII	6.3	7.3	7.8	—1.5	—.5	1.0
Grades IV-VII				—1.1	—.3	.8



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120 per cent more progress than the children where there was no supervisor, or they advanced two and one-fourth times as fast. (These findings are corroborated by three scientific studies of the same subject in South Dakota (2), Michigan (3), and Indiana (4). In South Dakota the supervised group of schools made 94 per cent more progress than the unsupervised group; in Michigan 76 per cent more and in Indiana 25.7 per cent more. The South Dakota and Michigan studies were made in the one and two-teacher schools, while the Indiana study was for all the schools of two entire counties.) In the five months studied, 100 days, the supervised group received the equivalent of 138 days of instruction. On a basis of the same difference for the entire term of 160 days the supervised children did 1.4 grades work during one school year. (The fall tests showed the achievement of both groups of schools to be nearly a year below standard. This would indicate that for the last few years prior to this study neither group had made a grades progress within a school year.)

Practically no use was made of scientific tests and measurements in the rural schools of North Carolina prior to the study made by the State Educational Commission in 1920. For the past few years there has been a uniform testing program used for reading and arithmetic in several of the counties in which supervision was well established. The data obtainable made it possible to measure, objectively, the improvement in instruction that has taken place in the ten counties summarized in the following tables. Table III shows that at the date given in column 1 the average reading ability in these counties was from a grade below standard in the fourth grades to one and seven-tenths grades (—1.7) below standard in the seventh grade, or an average of one and four-tenths grades (—1.4) below standard. This is not much better than the condition which the Educational Commission found in the rural schools in 1920. The standard tests given in April, 1926, show that the reading in these rural schools has been improved until the range is from standard in the fourth grade to one-half grade (—.5) below standard in the seventh, with an average improvement of one and two-tenths grades (1.2). In other words, the reading ability of the intermediate and upper grade children in these ten counties has been raised over a grade. This means that the reading in each grade is better than it was in the next grade higher in 1923.

Arithmetic is usually ranked next to reading in its importance as a tool subject. For this reason the data were obtained for measuring the improvement that has taken place in ability to handle the fundamental processes in arithmetic. Table IV shows that the arithmetic ability in these same counties ranged from nine-tenths to one and five-tenths grades (—.9 to —1.5) below standard at the first testing dates, with an average of one and one-tenths (—1.1) grades below standard. The standard tests given in April, 1926, show that the arithmetic work in these schools has been improved until on an average the children are only three-tenths (—.3) of a grade below standard in their attainment in arithmetic. This means that the level of attainment has been raised from one-half to a whole grade (.5 to 1.0), with an average raise of eight-tenths (.8) of a grade, or nearly a whole grade.

V	4.8	5.6	5.8	—1.0	—.2	.8
VI	5.7	6.5	6.8	—1.1	—.3	.8
VII	6.3	7.3	7.8	—1.5	—.5	1.0
Grades IV-VII				—1.1	—.3	.8

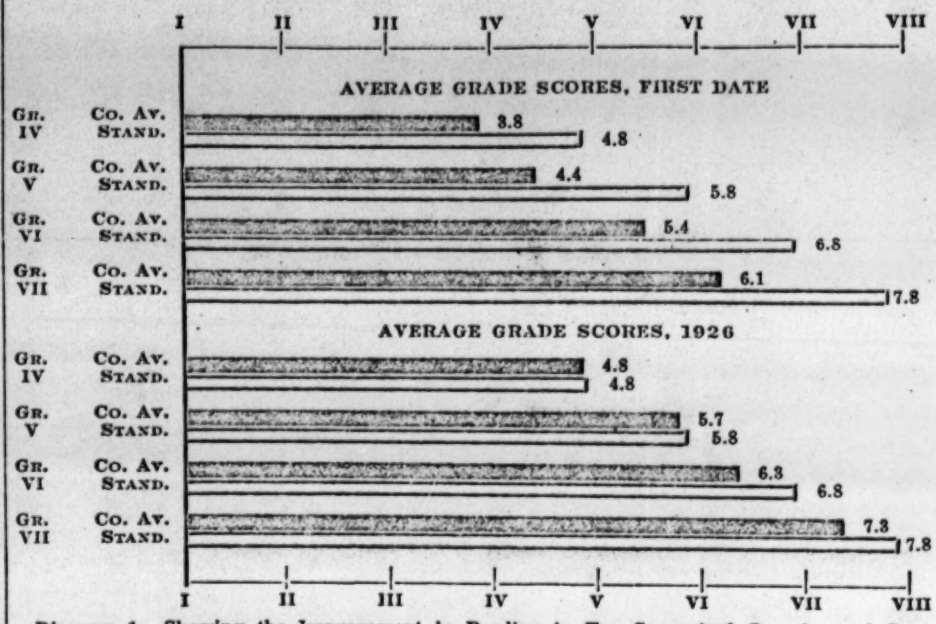

Diagram 1.—Showing the Improvement in Reading in Ten Supervised Counties and Comparing the Grade Averages with National Standards for April

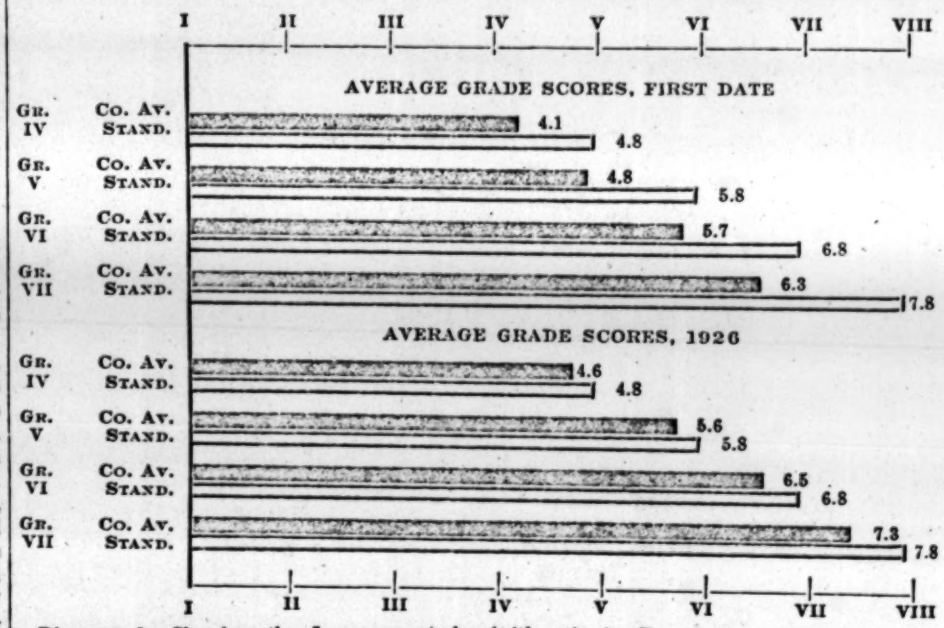

Diagram 2.—Showing the Improvement in Arithmetic in Ten Supervised Counties and Comparing the Grade Averages with National Standards for April

Diagrams 1 and 2 compare the reading and arithmetic ability, respectively, of the two periods with each other and with the National Standards for each grade. While there were variations in the results obtained from grade to grade, school to school, and county to county, yet on an average the standard of attainment in the ten supervised counties was raised over a grade in reading and practically a grade in arithmetic.

Its Monetary Value. In the scientific investigation referred to above it was found that for every dollar expended for rural elementary supervision $7.92 worth of additional instruction was purchased for the pupils.

Its value to the taxpayers is still further shown by the fact that the ten counties, see Tables III and IV, for a total expenditure of $68,438 for supervision between the dates given, purchased the equivalent of over a year's extra instruction in reading and practically an extra year in arithmetic. Assuming that all other subjects received the same type of instruction, this extra year of instruction at the current cost of instruction would have necessitated the expenditure of $359,788. These figures are based upon the per capita cost of instruction in the schools tested. Since the school tested contained only 54 per cent of the children enrolled in these counties, this is an under-statement of the value of the extra instruction purchased. Yet, on the other hand, no factors were controlled and it does not take into account the improvement in the scholarship of the teachers, length of term and other important factors. These figures are only an attempt to roughly approximate its value over a broader scope of time and territory than shown by the scientific study (1) mentioned above.

(1) "A Study of the Value of Supervision in Consolidated Schools," Raleigh, North Carolina, Department of Public Instruction, Educational Publication No. 106, 1926.
(2) Pittman, M. S. The Value of School Supervision, Baltimore, Warwick and York, 1921.
(3) "The Value of Supervision in the Rural Schools of Oakland County," Lansing, Michigan, Michigan Education Association, Bulletin No. 7, 1926.
(4) "Value of Rural School Supervision," Indianapolis, Indiana, Department of Public Instruction, Bulletin No. 84, 1926.

STATE SCHOOL

PUBLISHED SEMI-MONTHLY BY THE STATE DEPARTMENT OF PUBLIC INSTRUCT

February 15, 1927 RALEIGH, N. C.

Entered as second-class matter September 20, 1924, at the postoffice at Raleigh, North Carolina, under the Act of

RURAL SUPERVISION

The term supervision as used in this issue of SCHOOL FACTS refers to the work of the professional assistant, the county supervisor, whose duties are chiefly supervisory and does not apply to the superintendent who is both supervisor and administrator.

Historically

Growth. This work was begun in 1911 when the George Peabody Fund furnished $1,500 with which to encourage county boards of education in the employment of supervisors. In 1915 this fund was exhausted. As the State did not appropriate any money for this work, it could not determine the plans and policies followed. Each county was practically a law unto itself both as to the qualifications of the supervisor and as to the type of work it was required to do.

This ineffective policy was continued down to 1919. While up to that time twenty-five different counties had at one time or another employed a supervisor, yet at the close of the school session in 1919 there were only six supervisors in the entire State.

Effect of State Aid. In 1919 the Legislature for the first time made an appropriation to the State Department of Education with which to encourage counties in the employment of a rural school supervisor. Expert supervision of rural schools has therefore become a fixed policy of the State. The State now pays approximately one-half of the net annual salary of the supervisor. Since the State began appropriating money for this work in 1919 the number of county boards of commissioners levying tax to pay the county's part of a supervisor's salary has increased from 6 to 29. This means an approximate increase of 400 per cent. Thus we see that the growth in the extent of rural school supervision, the success the movement has attained, and the increasing confidence in its possibilities are largely the accomplishments of the last six years, since the work has had an established place in the State educational program and been given joint State and county direction and support.

Amount of Supervision in Rural Schools

1. *Average amount of supervision received by each teacher in counties having a rural supervisor.* The statistical reports of the county supervisors for 1925-26 show that they spend on an average 125.6 days a year in visiting schools. The average number of teachers supervised last year was 140.8. Allowing one hour of each school day for traveling and assuming that her

TABLE I—SUPERVISION IN TEN CITY SYSTEMS

Unit	Number of Supervisors	Elementary Enrollment	Number Elementary Teachers	Scholarship Index of Teachers
Charlotte	8	6,859	235	702.1
Winston-Salem	9	5,979	205	736.6
Asheville	2	5,537	152	723.0
High Point	3	4,315	109	689.0
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Greensboro	2	2,773	94	721.3
Salisbury	6	2,229	78	721.8
Goldsboro	4	1,594	45	733.3
Ten cities—				
Totals	48	39,217	1,197	.....
Average	4.8	3,921	119.7	714.2
Rural—				
Totals	29	383,276	11,061	.....
Supervised co's	29	138,194	4,021	.....
Unsupervised co's.	0	245,082	7,040	.....
Average	.3	3,833	110.6	498.2
Supervised co's	1.0	4,765	138.6	517.9
Unsupervised co's.	0	3,452	99.2	487.0

Improvement in Academic Factors in Supervised and Unsupervised Counties

The data for this section was obtained from the school budgets and the special statistical reports for 1922-23 and 1925-26. Four educational factors which should be influenced, indirectly, by a supervisor's work, are compared.

The grouping of facts for comparative purposes have been made upon the following basis: *rural* means the schools under the administration of the county superintendent; *supervised* means the twenty-two counties which have had a special supervisory officer since 1923; *unsupervised* means all the other counties in the State for the same period. Since the status of the two groups in 1923 was different for each item, the improvement made for the three-year period is a fairer measure of progress than the status in 1926, yet both are given. The twenty-two counties called the supervised counties are: Buncombe, Caldwell, Carteret, Currituck, Davidson, Durham, Forsyth, Gaston, Guilford, Halifax, Hertford, Jackson, Johnston, Lee, Mitchell, Nash, Northampton, Pitt, Richmond, Rowan, Wake, Wayne.

1. *Percentage of enrollment in average daily attendance.* The figures show that there has been some increase in the average daily attendance of all three groups. This would indicate that the rural schools in general are more efficient than they were in 1922-23, because they are holding a larger per cent of the boys and girls. While the rural schools in general are holding 2.4 per cent more of the children than

the progress made in the two groups of counties. An examination of this item shows that while only 43.6 per cent of the rural white teachers meet this requirement, it is met by 51.4 per cent of the teachers in the supervised counties and only 41.4 per cent of those in the unsupervised counties.

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TABLE II—COM FACTORS IN

Factors of School
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TABLE III—R ATTAI

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VII	6.		
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*The first date for which

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Grades	Arithm	S	First
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VI	5		
VII	6		
Grades IV-VII			

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Gr. IV	Co. Av. Stand.
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Gr. VII	Co. Av. Stand.

visor. Since the State began appropriating money for this work in 1919 the number of county boards of commissioners levying tax to pay the county's part of a supervisor's salary has increased from 6 to 29. This means an approximate increase of 400 per cent. Thus we see that the growth in the extent of rural school supervision, the success the movement has attained, and the increasing confidence in its possibilities are largely the accomplishments of the last six years, since the work has had an established place in the State educational program and been given joint State and county direction and support.

Amount of Supervision in Rural Schools

1. *Average amount of supervision received by each teacher in counties having a rural supervisor.* The statistical reports of the county supervisors for 1925-26 show that they spend on an average 125.6 days a year in visiting schools. The average number of teachers supervised last year was 140.8. Allowing one hour of each school day for traveling and assuming that her visits were equally distributed, the average supervisor spent on an average of 268 minutes, or nearly 4½ hours in each classroom.

2. *Average amount of supervision received by each teacher in counties where the superintendent does not have a supervisory assistant.* A study of the questionnaires filled out by 65 of the 74 superintendents not having a supervisory assistant last year, show that these county superintendents spent on an average of 63 minutes in each classroom. This means that each teacher gets only a little over one hour of direction and supervision during the entire school term, or only one-fourth as much as received by each teacher in the counties having a supervisor.

Neither of the above comparisons take into account the supervision given by the building principals. This is an important phase of cur educational system that needs to be studied.

Comparison of the Amount of Rural and City Supervision

An awakened interest in elementary education in the last decade has caused a movement in favor of elementary supervision as a means of improving the elementary work. In this State, as in the nation, this movement has received its greatest momentum in the cities and has been gradually extended into the larger towns and into the country. At present there is one county supervisor in each of 29 counties of the State. They supervise the work of 4,021 rural elementary teachers, or an average of 138.6 teachers each, scattered over an average territory of 514 square miles. In Table I it will be seen that there are 48 supervisors in these ten city systems. They direct the work of 1,197 teachers or an average of 25 teachers each. Whereas there are 48 supervisors in these ten larger city systems there are at present only 29 supervisors in the 100 county systems or 65 per cent more supervisors for the teachers of ten cities than for all the rural elementary teachers. The average scholarship of these city teachers is 3.14 years of college training while the average scholarship of the rural elementary teachers is only .98 years above high school training, or only 31 per cent as much college training as the teachers in these ten cities.

the county superintendent; *supervised* means the twenty-two counties which have had a special supervisory officer since 1923; *unsupervised* means all the other counties in the State for the same period. Since the status of the two groups in 1923 was different for each item, the improvement made for the three-year period is a fairer measure of progress than the status in 1926, yet both are given. The twenty-two counties called the supervised counties are: Buncombe, Caldwell, Carteret, Currituck, Davidson, Durham, Forsyth, Gaston, Guilford, Halifax, Hertford, Jackson, Johnston, Lee, Mitchell, Nash, Northampton, Pitt, Richmond, Rowan, Wake, Wayne.

1. *Percentage of enrollment in average daily attendance.* The figures show that there has been some increase in the average daily attendance of all three groups. This would indicate that the rural schools in general are more efficient than they were in 1922-23, because they are holding a larger per cent of the boys and girls. While the rural schools in general are holding 2.4 per cent more of the children than they held in 1923, those counties having a supervisor are holding 5.8 per cent more, while the increase in the unsupervised counties has been only 1.8 per cent.

2. *Average length of school term.* It will be seen from this item in Table II that the rural white schools have added on an average of 2.1 days a year for the last three years to their school term, that the supervised counties have added 3.6 days and the unsupervised counties 1.6 days. At this rate of increase, it would take over nine years for all the rural schools to increase their term of 139.6 days to eight months; four years for the supervised counties to increase their term of 145.4 days; and thirteen years for the unsupervised counties to increase their term of 137.9 days to eight months.

3. *Scholarship of the rural teachers.* Based upon academic and professional training the average scholarship of all the rural teachers of the State in 1925-26 was 1.37 years in college or an index of 536.8, whereas in 1922-23 the index was 464.5 or just .65 of a year of collegiate training. The average index for the supervised counties has advanced from 485.4 to 568.9, while the unsupervised counties have increased from 465.4 to 524.9. In other words the gain in the supervised counties was .84 of a year and in the unsupervised counties .69 of a year. In other terms, in 1925-26 the children in the supervised counties had the services of teachers with an average training of 1.69 years of collegiate training, while those in the unsupervised counties had 1.25 years of training above high school. This is a difference of .45 of a year or 16 weeks of college training.

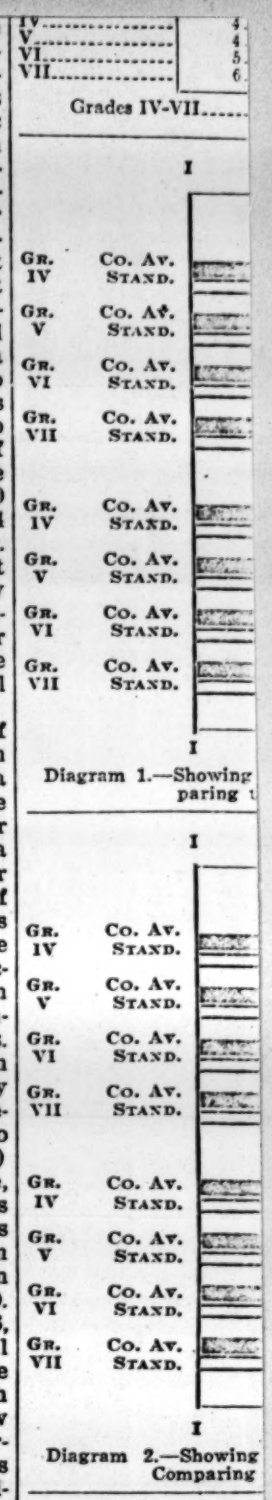
Non-standard, as used in this State, means teachers with less than high school graduation. Item 3a, Table II, shows that the rural school systems have made decided improvement in the elimination of this type of teacher, the per cent dropping from 21.7 in 1922-23 to 7.7 in 1925-26. While the improvement has been practically the same in both types of counties the supervised counties have a much smaller per cent of this type of teacher, the percentage being 3.7 as against 8.8 in the unsupervised counties.

Since two years of training above high school is considered the minimum preparation for a teacher, this is perhaps the best standard for comparing

126 per cent more progress than the children where there was no supervisor, or they advanced two and one-fourth times as fast. (These findings are corroborated by three scientific studies of the same subject in South Dakota (2), Michigan (3), and Indiana (4). In South Dakota the supervised group of schools made 94 per cent more progress than the unsupervised group; in Michigan 76 per cent more and in Indiana 25.7 per cent more. The South Dakota and Michigan studies were made in the one and two-teacher schools, while the Indiana study was for all the schools of two entire counties.) In the five months studied, 100 days, the supervised group received the equivalent of 138 days of instruction. On a basis of the same difference for the entire term of 160 days the supervised children did 1.4 grades work during one school year. (The fall tests showed the achievement of both groups of schools to be nearly a year below standard. This would indicate that for the last few years prior to this study neither group had made a grades progress within a school year.)

Practically no use was made of scientific tests and measurements in the rural schools of North Carolina prior to the study made by the State Educational Commission in 1920. For the past few years there has been a uniform testing program used for reading and arithmetic in several of the counties in which supervision was well established. The data obtainable made it possible to measure, objectively, the improvement in instruction that has taken place in the ten counties summarized in the following tables. Table III shows that at the date given in column 1 the average reading ability in these counties was from a grade below standard in the fourth grades to one and seven-tenths grades (—1.7) below standard in the seventh grade, or an average of one and four-tenths grades (—1.4) below standard. This is not much better than the condition which the Educational Commission found in the rural schools in 1920. The standard tests given in April, 1926, show that the reading in these rural schools has been improved until the range is from standard in the fourth grade to one-half grade (—.5) below standard in the seventh, with an average improvement of one and two-tenths grades (1.2). In other words, the reading ability of the intermediate and upper grade children in these ten counties has been raised over a grade. This means that the reading in each grade is better than it was in the next grade higher in 1923.

Arithmetic is usually ranked next to reading in its importance as a tool subject. For this reason the data were obtained for measuring the improvement that has taken place in ability to handle the fundamental processes in arithmetic. Table IV shows that the arithmetic ability in these same counties ranged from nine-tenths to one and five-tenths grades (—.9 to —1.5) below standard at the first testing dates, with an average of one and one-tenths (—1.1) grades below standard. The standard tests given in April, 1926, show that the arithmetic work in these schools has been improved until on an average the children are only three-tenths (—.3) of a grade below standard in their attainment in arithmetic. This means that the level of attainment has been raised from one-half to a whole grade (.5 to 1.0), with an average raise of eight-tenths (.8) of a grade, or nearly a whole grade.



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STATE SCHOOL

PUBLISHED SEMI-MONTHLY BY THE STATE SUPERINTENDENT OF PUBLIC INS

November 1, 1927 RALEIGH, N. C.

Entered as second-class matter September 20, 1924, at the postoffice at Raleigh, North Carolina, under the A

Philanthropic Funds and Negro Education

During the past twenty-five years four philanthropic agencies have contributed $1,877,132.00 towards the promotion of Negro Education in North Carolina:

1. The General Education Board

A. PUBLIC SCHOOL ENTERPRISES:	
1. State Normal Schools located at Fayetteville, Winston-Salem, Elizabeth City, and Durham.	$155,399.81
2. State Agents of Rural Schools..	71,610.69
3. County Training Schools.....	105,338.07
4. Training of Teachers in County Training Schools.....	2,762.00
5. Summer Schools.....	25,724.42
6. Home Makers Clubs.....	17,014.31
7. Fellowships in Colleges.....	11,550.00
Total.....	$389,399.30
B. PRIVATE SCHOOL ENTERPRISES:	
1. To Colleges and Universities....	$535,773.97
2. Training of Teachers in Private and Denominational Colleges.	6,658.30
Total.....	$542,432.27
Grand Total.....	$931,831.57

The constant aim of the Board has been to stimulate progress and to increase efficiency, and in all of the gifts to institutions it has sought to assist the officials and not to act as a patron. The appropriations made for public education have been made upon the request of public school officials, and have been used under the general direction of the State Department of Public Instruction, under the specific direction of local, county, town and city superintendents and boards of education. When a contribution is made the local school officials are free to use it for the purpose agreed upon. The Board has never, in any way, indicated the slightest desire to exercise any control whatsoever over the administration of the schools, either public or private. What is done is done with a keen desire to be of assistance in providing a satisfactory school system for the children of the State.

All North Carolina people will remember with appreciation the Farm Demonstration work initiated and promoted some years ago by Dr. Seaman A. Knapp. His work was financed by the General Education Board. Likewise, North Carolinians will remember with gratitude the splendid work of Dr. C. W. Stiles in the eradication of hook worm from our State. The Rockefeller Health Board provided the funds to carry out his program.

The Board no longer makes appropriations to the Home Makers Clubs, but the community improvement stimulated by the funds given for this work is still carried on by publicly supported agencies.

The fellowships of the Board have enabled a number of prominent teachers to prepare themselves for wider fields of service in the profession.

Many private schools have been very materially aided both in capital outlay and current expenses by funds received from the Board. These contributions enabled the private Negro colleges to offer high school and college education to Negroes when there were no public secondary or higher educational institutions for them. Some of the outstanding teachers of the state were trained in these schools under instructors paid in part by the General Education Board.

2. The Anna T. Jeanes Fund

Beginning in 1908 the Jeanes Fund has contributed $159,410.00 to the salaries of Jeanes teachers in North Carolina. The business of these traveling teachers, working under the direction of the County Superintendents, is to help and encourage the rural teachers, to introduce into the small country schools simple home industries, to give talks and lessons on sanitation and health, to promote the improvement of schoolhouses and school grounds, to aid superintendents in securing qualified teachers, in actual supervision of instruction in the individual classrooms, and to organize clubs for the betterment of the school and neighborhood.

In addition to a state-wide worker there are thirty-six Jeanes teachers working in thirty-seven counties in North Carolina. An example of efficiency of these workers is shown in the improvement of the schoolhouses in the counties in which they work. With one exception, at least one modern Rosenwald school has been built in every county ever employing a Jeanes helping teacher. Their efficiency percentage has been as high in other fields of activity. For contributions from this Fund to aid the various counties see Table I.

3. The John F. Slater Fund

4. The Julius Rosenwald Fund

One of the largest contributions by any private agency to the cause of Negro Education in the State has been made by the Julius Rosenwald Fund. Money derived from this source is used exclusively in the building of modern schoolhouses and teachers' homes.

Beginning its work in this State in 1915, The Fund to July 1, 1927, had contributed $529,436.00 on 636 schoolhouses and 16 teachers' homes. In addition to the amount of money given, plans and specifications have been furnished free of cost by this Fund.

Inspired by contributions that have come from this philanthropy, the colored people themselves have contributed generously from their own private funds. (To July 1, 1927 they had given $569,261.) In nearly all of the counties having an appreciable number of colored people, the public school officials have cooperated in the building of Rosenwald schools, which represent practically all of the modern rural schools for Negroes in the State.

The plan for distribution of aid from the Fund for the year beginning July 1, 1927, and ending June 30, 1928, is given below:

1. The Julius Rosenwald Fund will cooperate through the public school authorities in efforts to provide and equip better rural schoolhouses for the Negroes of the Southern States. Such equipment as desks, blackboards, heating apparatus, ample vocational training facilities for both boys and girls, libraries and sanitary privies is deemed of equal importance with the school houses themselves.

2. The following schedule of type allotments has been agreed to for the current year: Rural Elementary Schools—one-teacher $200, two-teacher $500, three-teacher $700, four-teacher, $1,000, five-teacher $1,200, six-teacher $1,400, seven-teacher $1,500, eight-teacher $1,700, nine-teacher $1,900, ten-teacher $2,100; Teachers' Homes—four-room, $500, five-room $700, six-room or larger $900; Shops—one-room $200, two-room $400; Classroom Additions—$150 a room up to but not to exceed the maximum for an elementary or a high school.

3. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months, (at least six months in North Carolina) six months or more being preferred.

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Columbus
Craven
Cumberland
Currituck
Davidson
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Greene
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Hertford

boards of education. When a contribution is made the local school officials are free to use it for the purpose agreed upon. The Board has never, in any way, indicated the slightest desire to exercise any control whatsoever over the administration of the schools, either public or private. What is done is done with a keen desire to be of assistance in providing a satisfactory school system for the children of the State.

All North Carolina people will remember with appreciation the Farm Demonstration work initiated and promoted some years ago by Dr. Seaman A. Knapp. His work was financed by the General Education Board. Likewise, North Carolinians will remember with gratitude the splendid work of Dr. C. W. Stiles in the eradication of hook worm from our State. The Rockefeller Health Board provided the funds to carry out his program.

As the Farm Demonstration program was an aid in the economic development of North Carolina, and the Hook Worm Eradication program brought health and longer life to thousands of our people, so the General Education Board, and the other Funds discussed in this paper, are one aid in the development of an educational program for all North Carolina people. (It is probably not generally well known that the General Education Board has made large contributions for the education of white people also. A person who knew the facts, stated a few years ago that the Board had given for white education in the South about five dollars for each dollar contributed for Negro education.)

Appropriations to the Normal Schools were made to purchase modern equipment for modern buildings erected by the State.

For fourteen years the salary and expenses of the Director of Negro Education have been paid under the head of "State Agents of Rural Schools." An assistant's salary has been paid in part for the past six years.

Slater

County Training Schools, the beginning of rural public high schools for Negroes, which owe their beginning to the State Fund, have received donations from the General Education Board. Contributions have been made to them for the purchase of equipment, the erection of shops and dormitories, and the payment of teachers' salaries. Representatives of the Board have given counsel in the administration and supervision of these schools. In accordance with its policy the Board has ceased to aid on teachers' salaries except through its contributions to the Slater Fund.

In addition to the general appropriations made to County Training Schools, special donations have been made to pay part of the salary of teachers teaching in organized teacher-training units.

Summer Schools, which have done so much to improve the colored teachers of the State, have been aided by the Board. In addition to the funds allocated to institutions maintaining summer schools, a part of the traveling expenses of teachers attending summer schools at Hampton Institute, Tuskegee Institute, and Winston-Salem Teachers College has been paid.

and school grounds, to aid superintendents in securing qualified teachers, in actual supervision of instruction in the individual classrooms, and to organize clubs for the betterment of the school and neighborhood.

In addition to a state-wide worker there are thirty-six Jeanes teachers working in thirty-seven counties in North Carolina. An example of efficiency of these workers is shown in the improvement of the schoolhouses in the counties in which they work. With one exception, at least one modern Rosenwald school has been built in every county ever employing a Jeanes helping teacher. Their efficiency percentage has been as high in other fields of activity. For contributions from this Fund to aid the various counties see Table I.

3. The John F. Slater Fund

As the Peabody Fund, established in 1867, was the pioneer Foundation for the promotion of education for white people in the South, so the John F. Slater Fund, established in 1882, was the pioneer for the improvement of Negro schools. For the first thirty years of its existence its aid was given almost altogether to private schools. This was true because at that time various church organizations both North and South had established schools for Negroes, which by reason of their church control were reasonably certain of permanency, while the public schools, such as there were in the period under discussion, were in a more or less nebulous or chaotic condition both as to the definiteness of control and support and the sureness of organization.

In this thirty-year period, and ince, the Slater Fund has contributed $134,840 to the private Negro schools in North Carolina. The wise distribution of this Fund, used in cooperation with aid from the General Education Board and other sources, has enabled a number of these schools to become firmly established, and they are rendering fine service to the State.

Within the past twenty-five years, as the public schools have become more definite in their organization and support, the Slater Fund has contributed more liberally to them. The sum of $123,730 has been spent in the public schools, principally in the development of county training schools, all of which owe their origin to the Fund, and the promotion and maintenance of industrial work in town schools. The Fund usually makes a contribution of $500 annually to County Training Schools for the payment of salaries, with the understanding that:

1. The school be a public one.
2. There shall be paid out of public funds at least $1,000.00 for teachers' salaries.
3. The length of term shall be at least eight months.
4. The teaching shall extend into the high school subjects.

Thirty-seven of these county training schools, eight of which have become standard high schools, have been developed in North Carolina. For contributions to various counties to aid in county training schools and other projects see Table I.

deemed of equal [illegible] school houses themselves.

2. The following schedule of type allotments has been agreed to for the current year: Rural Elementary Schools—one-teacher $200, two-teacher $500, three-teacher $700, four-teacher, $1,000, five-teacher $1,200, six-teacher $1,400, seven-teacher $1,500, eight-teacher $1,700, nine-teacher $1,900, ten-teacher $2,100; Teachers' Homes—four-room, $500, five-room $700, six-room or larger $900; Shops—one-room $200, two-room $400; Classroom Additions—$150 a room up to but not to exceed the maximum for an elementary or a high school.

3. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months, (at least six months in North Carolina) six months or more being preferred.

4. It is a condition precedent to receiving the aid of the Fund that the people of the several communities shall secure from other sources: to wit—from public school funds, private contributions, etc., an amount equal to or greater than that provided by the Fund. Labor, land, and material may be counted as cash at current market values. Money provided by the Fund will be available only when the amount otherwise raised, with that to be given by the Fund, is sufficient to complete and equip the building, including modern desks and two sanitary privies.

5. The site and buildings of each school aided by the Fund shall be the property of the public school authorities.

6. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of the Fund. The minimum for a school is two acres.

7. In connection with a Rosenwald School of two-teacher type or larger, where the annual school term is eight months or more, the Fund will cooperate in the construction of a teachers' home to be completed and furnished to correspond with the school building. The amount of aid to be given on a teachers' home shall not exceed one-half the total cost, the maximum allotment from the Fund for such purpose being $500 for a four-room home, $700 for a five-room home, and $900 for a six-room or larger, provided that the aid for a home at a two-teacher school shall not exceed $500. Just as in the case of school buildings, the teachers' home must be deeded to the public school authorities.

8. On request of the cooperating State Departments of Education for aid to assist in building shops, in connection with Rosenwald schools where agriculture and farm mechanics are to be taught, the Fund agrees to give $200 on a one-room shop and $400 on a two-room shop on condition that (a) the building be erected according to plans and specifications furnished or approved by the Fund; (b) an ample supply of tools be purchased; and (c) of most importance, a trained teacher be provided to take charge of the work.

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6. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of the Fund. The minimum for a school is two acres.

7. In connection with a Rosenwald School of two-teacher type or larger, where the annual school term is eight months or more, the Fund will cooperate in the construction of a teachers' home to be completed and furnished to correspond with the school building. The amount of aid to be given on a teachers' home shall not exceed one-half the total cost, the maximum allotment from the Fund for such purpose being $500 for a four-room home, $700 for a five-room home, and $900 for a six-room or larger, provided that the aid for a home at a two-teacher school shall not exceed $500. Just as in the case of school buildings, the teachers' home must be deeded to the public school authorities.

8. On request of the cooperating State Departments of Education for aid to assist in building shops, in connection with Rosenwald schools where agriculture and farm mechanics are to be taught, the Fund agrees to give $200 on a one-room shop and $400 on a two-room shop on condition that (a) the building be erected according to plans and specifications furnished or approved by the Fund; (b) an ample supply of tools be purchased; and (c) of most importance, a trained teacher be provided to take charge of the work.

Camden	0	0	----------	----------	----------	----------	.00
Caswell	4	10	3,200.00	----------	----------	1,570.00	4,770.00
Catawba	1	5	2,200.00	----------	500.00	900.00	3,600.00
Chatham	6	17	5,200.00	----------	----------	----------	5,200.00
Cherokee	1	2	700.00	----------	----------	----------	700.00
Chowan	3	8	2,200.00	85.00	----------	1,177.92	3,462.92
Clay	1	1	500.00	----------	----------	----------	500.00
Cleveland	8	33	8,100.00	6,332.76	3,550.00	1,195.68	19,178.44
Columbus	13	45	12,550.00	3,220.39	3,884.00	4,859.06	24,515.45
Craven	4	14	4,300.00	710.00	1,000.00	2,418.04	8,428.04
Cumberland	7	17	5,600.00	390.00	----------	3,057.45	9,047.45
Currituck	2	6	2,000.00	----------	----------	1,050.00	3,050.00
Davidson	1	9	2,100.00	350.00	500.00	----------	2,950.00
Davie	2	8	2,200.00	----------	----------	----------	2,200.00
Dare	1	5	1,300.00	----------	----------	----------	1,300.00
Duplin	6	19	5,700.00	300.00	500.00	4,694.82	11,194.82
Durham	16	43	12,950.00	101.81	----------	2,980.14	16,031.95
Edgecombe	26	66	20,400.00	410.00	----------	3,013.61	23,823.61
Forsyth	4	11	2,200.00	200.00	----------	3,263.00	5,663.00
Franklin	7	19	6,100.00	394.33	----------	182.80	6,677.13
Gaston	15	37	12,600.00	60.00	----------	2,740.77	15,400.77
Gates	4	8	1,165.00	1,717.11	3,250.00	682.70	6,814.81
Graham	0	0	.00	.00	.00	.00	.00
Granville	0	0	----------	350.00	----------	----------	350.00
Greene	5	14	3,250.00	1,226.09	2,500.00	3,634.34	10,610.43
Guilford	8	37	9,000.00	490.00	----------	4,734.04	14,224.04
Halifax	42	111	31,250.00	3,430.07	3,800.00	2,783.60	44,263.67
Harnett	19	61	16,200.00	4,742.71	3,550.00	1,480.00	25,972.71
Haywood	1	4	1,100.00	----------	----------	----------	1,100.00
Henderson	1	3	900.00	----------	----------	250.00	1,150.00
Hertford	10	29	8,300.00	7,080.45	3,100.00	3,761.33	22,241.78
Hoke	3	10	3,200.00	520.00	----------	2,182.86	5,902.86
Hyde	2	9	2,500.00	3,171.84	3,250.00	550.85	9,472.69
Iredell	9	23	6,800.00	17.50	----------	2,792.85	9,610.35
Jackson	1	5	2,200.00	----------	----------	----------	2,200.00
Johnston	8	34	7,400.00	5,060.22	3,900.00	3,472.62	19,832.84
Jones	4	11	3,400.00	----------	----------	----------	3,400.00
Lee	4	16	4,000.00	----------	----------	----------	4,000.00
Lenoir	0	0	.00	.00	.00	.00	.00
Lincoln	6	14	4,400.00	----------	----------	----------	4,400.00
Macon	1	2	700.00	----------	----------	----------	700.00
Madison	0	0	.00	.00	.00	.00	.00
Martin	4	13	3,900.00	3,605.12	8,150.00	3,481.28	19,136.40
McDowell	6	23	5,200.00	----------	----------	644.90	5,844.90
Mecklenburg	20	57	15,300.00	560.00	----------	3,729.24	19,589.24
Mitchell	0	0	.00	.00	.00	.00	.00
Montgomery	8	24	6,600.00	----------	----------	----------	6,600.00
Moore	14	48	13,000.00	1,515.00	2,400.00	2,832.54	19,747.54
Nash	15	53	15,800.00	700.00	1,500.00	1,985.00	19,985.00
New Hanover	7	12	3,300.00	430.00	----------	2,384.30	6,114.30
Northampton	18	49	15,500.00	3,576.57	2,300.00	3,329.11	24,705.68
Onslow	0	0	.00	.00	.00	.00	.00
Orange	4	16	3,700.00	10,181.01	4,600.00	20.55	18,501.56
Pamlico	4	9	2,850.00	4,191.14	5,100.00	1,197.37	13,338.51
Pasquotank	3	8	2,400.00	----------	----------	1,620.00	4,020.00
Pender	14	21	7,950.00	6,097.96	3,400.00	1,830.65	19,278.61
Perquimans	1	8	1,500.00	832.40	2,400.00	2,865.69	7,598.09
Person	5	15	4,071.00	748.05	1,000.00	2,949.90	8,768.95
Pitt	12	45	12,400.00	9,214.02	3,550.00	3,755.99	28,920.01
Polk	5	13	3,750.00	----------	----------	522.50	4,272.50
Randolph	5	15	4,200.00	----------	----------	445.50	4,645.50
Richmond	19	61	17,300.00	135.00	----------	1,132.89	18,567.89
Robeson	11	39	10,300.00	2,062.33	2,450.00	2,869.01	17,681.34
Rockingham	7	17	5,050.00	470.00	----------	1,714.60	7,234.60
Rowan	2	3	900.00	180.00	----------	2,852.09	3,932.09
Rutherford	2	7	1,400.00	----------	----------	270.00	1,670.00
Sampson	5	22	4,100.00	3,977.66	4,150.00	3,918.97	16,146.63
Scotland	12	36	10,800.00	275.00	1,000.00	2,838.08	14,913.08
Stanly	6	16	6,900.00	1,000.00	2,400.00	----------	10,300.00
Stokes	1	4	1,200.00	----------	----------	----------	1,200.00
Surry	3	10	3,100.00	----------	----------	----------	3,100.00
Swain	1	1	500.00	----------	----------	----------	500.00
Transylvania	1	3	900.00	----------	----------	30.00	930.00
Tyrrell	2	4	1,300.00	----------	----------	----------	1,300.00
Union	17	30	11,000.00	----------	----------	----------	11,000.00
Vance	5	15	4,200.00	225.00	----------	3,457.43	7,882.43
Wake	19	63	19,100.00	12,392.51	4,190.00	5,474.19	41,156.70
Warren	25	47	18,300.00	2,293.75	2,400.00	1,954.98	24,948.73
Washington	1	6	1,500.00	----------	----------	----------	1,500.00
Watauga	0	0	.00	.00	.00	.00	.00
Wayne	7	18	5,000.00	210.00	----------	2,120.00	7,330.00
Wilkes	6	19	3,650.00	2,396.40	1,500.00	2,803.35	14,349.75
Wilson	10	24	6,600.00	----------	----------	1,433.43	8,033.43
Yadkin	2	3	1,300.00	----------	----------	----------	1,300.00
Yancey	0	0	.00	.00	.00	.00	.00
State Worker	----------	----------	----------	1,070.67	----------	11,877.74	12,948.41
Total	**652	82,305	$529,536.00	$125,852.38*	$ 99,474.00*	$156,863.15*	$ 911,725.53

*These totals do not agree with total for these funds stated in the reading matter elsewhere. The reason for the discrepancies is that it has been impossible, to date, to locate in Department files reports covering county by county expenditures. The larger totals in the reading matter are the correct amounts spent in the state as a whole. **Schools 636, homes 16.

II. THE JULIUS ROSENWALD FUND IN NORTH CAROLINA

	Capacity		Total Cost	Contributions			
	Teacher	Pupil		Negroes	Whites	Public	Rosenwald
To June 30, 1921	350	15,750	$ 465,453	$ 120,596	$ 33,893	$ 225,599	$ 85,365
To June 30, 1922	189	8,505	330,387	72,956	5,063	183,768	68,600
To June 30, 1923	261	11,745	450,487	78,668	5,830	285,489	80,500
To June 30, 1924	279	12,555	548,111	85,438	6,059	375,013	81,571
To June 30, 1925	252	11,340	524,615	76,813	14,312	358,690	74,800
To June 30, 1926	245	11,025	478,157	59,622	1,750	346,945	69,800
To June 30, 1927	253	11,385	596,839	75,128	1,608	451,203	68,800
Grand Total to June 30, 1927	1,829	82,305	$3,394,049	$ 569,261	$ 68,615	$2,226,737	$ 529,436

NUMBER BUILDINGS: Schools, 636; Homes, 16.

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SCHOOL FACTS

HED SEMI-MONTHLY BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH, N. C. Vol. IV, No. 4

nd-class matter September 20, 1924, at the postoffice at Raleigh, North Carolina, under the Act of August 24, 1912.

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Home Makers Clubs,
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a T. Jeanes Fund

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4. The Julius Rosenwald Fund

One of the largest contributions by any private agency to the cause of Negro Education in the State has been made by the Julius Rosenwald Fund. Money derived from this source is used exclusively in the building of modern schoolhouses and teachers' homes.

Beginning its work in this State in 1915, The Fund to July 1, 1927, had contributed \$529,436.00 on 636 schoolhouses and 16 teachers' homes. In addition to the amount of money given, plans and specifications have been furnished free of cost by this Fund.

Inspired by contributions that have come from this philanthropy, the colored people themselves have contributed generously from their own private funds. (To July 1, 1927 they had given \$569,261.) In nearly all of the counties having an appreciable number of colored people, the public school officials have cooperated in the building of Rosenwald schools, which represent practically all of the modern rural schools for Negroes in the State.

The plan for distribution of aid from the Fund for the year beginning July 1, 1927, and ending June 30, 1928, is given below:

1. The Julius Rosenwald Fund will cooperate through the public school authorities in efforts to provide and equip better rural schoolhouses for the Negroes of the Southern States. Such equipment as desks, blackboards, heating apparatus, ample vocational training facilities for both boys and girls, libraries and sanitary privies is deemed of equal importance with the school houses themselves.

2. The following schedule of type allotments has been agreed to for the current year: Rural Elementary Schools—one-teacher \$200, two-teacher \$500, three-teacher \$700, four-teacher, \$1,000, five-teacher \$1,200, six-teacher \$1,400, seven-teacher \$1,500, eight-teacher \$1,700, nine-teacher \$1,900, ten-teacher \$2,100; Teachers' Homes—four-room, \$500, five-room \$700, six-room or larger \$900; Shops—one-room \$200, two-room \$400; Classroom Additions—\$150 a room up to but not to exceed the maximum for an elementary or a high school.

3. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months, (at least six months in North Carolina) six months or more being preferred.

4. It is a condition precedent to receiving the aid of the Fund that the

Plans by which the Fund will aid in the purchase of libraries are being developed.

The activities of the Fund are carried on in fourteen Southern States. North Carolina leads them all in number of schools, teacher and pupil capacity, and in amount received from the Fund. North Carolina has 652 "Rosenwald" buildings, and has received \$529,436.00 from the Fund; Mississippi ranks next with 473 buildings and \$412,900.00; South Carolina ranks third with 377 buildings and \$353,800.00 from the Fund.

North Carolina has received almost \$2,000,000.00 from philanthropic sources to aid her in educating the Negro children of the State. The plan which the agencies have followed has been a simple one: they have sought with the funds at their disposal to be of service to the public and private school authorities in the State in providing education of an adequate nature for every Negro boy and girl within her borders.

Summary of the Work of the Julius Rosenwald Fund in the South:

State	No. Buildings	The Fund
Alabama	350	\$ 194,870
Arkansas	247	196,411
Florida	39	39,550
Georgia	174	143,882
Kentucky	117	72,240
Louisiana	329	258,300
Maryland	107	72,900
Mississippi	473	412,900
North Carolina	652	529,436
Oklahoma	130	91,080
South Carolina	377	353,800
Tennessee	291	214,700
Texas	318	242,842
Virginia	308	209,600
Total	3,912	\$ 3,032,511

I. TABLE SHOWING DISTRIBUTION OF PHILANTHROPIC FUNDS FOR NEGRO EDUCATION (PUBLIC) IN NORTH CAROLINA

County	Julius Rosenwald Fund			General Education Board	Slater Fund	Jeanes Fund	Total County has Received from All Funds
	No. Buildings	Teacher Capacity	Total Received	Total Received	Total Received	Total Received	
Alamance	6	12	\$ 3,800.00	\$ 1,402.29	\$ 2,450.00	\$ 2,965.33	\$ 10,617.62
Alexander	3	4	1,250.00				1,250.00
Alleghany	0	0	.00	.00	.00	.00	.00
Anson	16	42	13,000.00	3,841.07	2,850.00	4,150.26	23,841.33
Ashe	1	2	500.00				500.00
Avery	1	2	800.00				800.00
Beaufort	6	23	5,300.00	1,612.95	500.00	1,882.13	9,295.08
Bertie	13	26	7,300.00	3,692.72	3,550.00	6,553.08	21,095.80
Bladen	1	4	1,100.00	150.00	500.00	745.00	2,495.00
Brunswick	6	23	6,500.00	5,593.48	3,850.00	1,257.60	17,201.08
Buncombe	0	0		510.00		1,539.99	2,049.99
Burke	5	15	4,400.00				4,400.00
Cabarrus	7	15	4,800.00	350.00			5,150.00
Caldwell	0	0	.00	.00	.00	.00	.00
Carteret	3	17	4,100.00				4,100.00
Camden	0	0	.00	.00	.00	.00	.00
Caswell	4	10	3,200.00			1,570.00	4,770.00
Catawba	1	5	2,200.00		500.00	900.00	3,600.00
Chatham	6	17	5,200.00				5,200.00
Cherokee	1	2	700.00				700.00
Chowan	3	8	2,200.00	85.00		1,177.92	3,462.92
Clay	1	1	500.00				500.00
Cleveland	8	33	8,100.00	6,332.76	3,550.00	1,195.68	19,178.44
Columbus	13	45	12,550.00	3,220.39	3,884.00	4,859.06	24,513.45
Craven	4	14	4,300.00	710.00	1,000.00	2,418.04	8,428.04
Cumberland	7	17	5,600.00	390.00		3,057.45	9,047.45
Currituck	2	6	2,000.00			1,050.00	3,050.00
Davidson	1	9	2,100.00	350.00	500.00		2,950.00
Davie	2	8	2,200.00				2,200.00
Dare	1	5	1,300.00				1,300.00
Duplin	6	19	5,700.00	300.00	500.00	4,694.82	11,194.82
Durham	16	43	12,950.00	101.81		2,980.14	16,031.95
Edgecombe	26	66	20,400.00	410.00		3,013.61	23,823.61
Forsyth	4	11	2,200.00	200.00		3,263.00	5,663.00
Franklin	7	19	6,100.00	394.33		182.80	6,677.13
Gaston	15	37	12,600.00	60.00		2,740.77	15,400.77
Gates	4	8	1,165.00	1,717.11	3,250.00	682.70	6,814.81
Graham	0	0	.00	.00	.00	.00	.00
Granville	0	0		350.00			350.00
Greene	5	14	3,250.00	1,226.09	2,500.00	3,631.34	10,610.43
Guilford	8	37	9,000.00	490.00		4,734.04	14,224.04
Halifax	42	111	31,250.00	3,430.07	3,800.00	2,783.60	44,263.67
Harnett	19	61	16,200.00	4,742.71	3,550.00	1,480.00	25,972.71
Haywood	1	4	1,100.00				1,100.00
Henderson	1	3	900.00			250.00	1,150.00
Hertford	10	29	8,300.00	7,080.45	3,100.00	3,761.33	22,241.78
Hoke	3	10	3,200.00	320.00		2,182.86	5,902.86
Hyde	2	9	2,500.00	3,171.81	3,250.00	550.85	9,472.69
Iredell	9	23	8,800.00	17.50		2,792.85	9,510.35

This report was presented to the Negro State Teachers association with 919 members present in winston-Salem Dec 1-1922. and unanimously adopted

REPORT OF COMMITTEE ON COORDINATION
OF STATE AND PRIVATE SCHOOLS.

The committee appointed to consider the recommendations made by Mr. N. C. Newbold, in an address delivered to the conference at Shaw University, November 3, 1922, submits the following report:

I. We accept in principle the recommendation that those Negro Colleges that are now far below the rank of standard colleges and cannot at any time soon do approximately four years of standard college work, endeavor at present to qualify as standard Munior Colleges. We also recommend that those colleges of higher rating put forth every effort possible to become standard four-year colleges. The committee further recommends that at least one of the State Normal schools be raised to the standard of an A grade Teachers' College, and that the A. & T. College be made a standard Agricultural and Technical College.

II. To admit graduates of standard Normal Schools to the Junior year in a four-year college course would, to be sure, necessitate to some extent a reshaping of the curricula of our colleges. The committee, however, sees no reason why graduates of standard Normal schools should not be admitted to the Junior class in college, and upon completion of two years of college work be granted the degree of Bachelor of Pedagogy.

III. We recommend that private institutions accept the nomenclature of the state system as nearly as possible. This can easily be done in every instance, it seems, save one - that of the number of grades required as the basis of high school work. A number of the private schools are still insisting that the completion of eight grades of work is a necessary prerequisite for entrance to high school.

IV. The committee frankly discourages the further establishment of private institutions for instruction in the grades, and recommends the discontinuance of elementary work in existing private institutions, except in certain communities, perhaps, where public school officials do not assume the responsibility of giving Negro children adequate instruction in the grades.

V. We note with deep interest and keen appreciation the increasing activity, the far-reaching efforts now being put forth by the State for the education of Negroes. We accept in good faith and commend the spirit that prompted Mr. Newbold to assure us that the State does not contemplate a scheme of secularization in education, the crushing or crowding out of private institutions by imposing a standard of rigid uniformity upon private and public schools alike.

The committee, however, is cognizant of no apprehensions concerning such a state program. If there are such apprehensions, the committee would consider them groundless.

As representatives of private institutions, we welcome cooperation on the part of the State and are proud of the opportunity of cooperating with the State in the education of our people.

VI. That the present appraisal of our educational status may be made more definite, and that the educational policy of the future may rest more securely on a scientific basis, the committee recommends that a thorough survey be made of all Negro schools in the State, elementary, high schools, and colleges.

Committee:

For A. M. E. Z. Church: D. C. Suggs, Chairman, Livingstone College, Salisbury, N. C.; S. G. Atkins, Slater Normal School, Winston-Salem, N. C.; J. L. Reeves, Edenton Industrial School, Edenton, N. C.

For A. M. E. Church: G. A. Edwards, Kittrell College, Kittrell, N.C; J. H. Bias, State Normal School, Greensboro, N. C.; J. B. Dudley, A. & T. College, Greensboro, N. C.

For Baptist: C. S. Brown, Winton, N. C.; W. S. Turner, Secretary, Shaw University, Raleigh, N. C.; C. F. Graves, Roanoke Institute, Elizabeth City, N. C.

For Presbyterian Church: H. L. McCrorey, Biddle University, Charlotte, N. C.; J. A. Cotton, Henderson, N. C.; J. W. Seabrook, State Normal School, Fayetteville, N. C.

For Episcopal: A. Myron Dochran, Raleigh, N. C.; C. H. Boyer, St. Augustine's School, Raleigh, N. C.; L. H. Roberts, Raleigh, N. C.

For M. E. Church: Frank Trigg, Bennett College, Greensboro, N. C.; G. H. Caldwell, Bennett College, Greensboro, N. C.; A. J. McRae, Reidsville, N. C.

For Free Will Baptist: J. Robert Grady, Kinston, N. C.; J. W. C. Smith, Kinston, N. C.; L. E. Rasbury, Kinston, N. C.

For Congregationalists: T. S. Inborden, Bricks, N. C.; J. K. Hilliard, Peabody Academy, Troy, N. C.

The above resolutions formally presented to Dr. Brooks and the Division of Negro Education in the State Superintendent's Office Dec 19-22.

N.C. 24

Statement Read at Conference on Negro Education
in North Carolina, Shaw University, Raleigh, N. C. Nov. 3-4,1922
by
N. C. Newbold, Director Negro Education
in North Carolina

A little over a year ago, September 1921 we asked you to come to Raleigh for a conference. Our desire then was to outline to you the large plans the State had made earlier in that year for promoting Negro Education. Our purpose, frankly stated, was to inform and to encourage you, and through you to send a message of hope and gladness to your people into every nook and corner of North Carolina.

At the beginning of last year's conference we expressed the hope that every important group of Negroes in the State, religious, political, social, educational, industrial, was represented in the conference. We just as earnestly express that hope today. In the former conference we asked that you feel free to take part in the discussions. We repeat that invitation today. Last year we told you what was planned; today we shall try to tell you what has been done; and further, to outline some additional plans.

Before coming to a statement of accomplishments of the past year permit me to insert a word of explanation as well as a word of warning: It would perhaps be interesting to confine my remarks today to a recital of what has been done to make effective the program we outlined here in September 1921. That would simplify my part on the program and make it easier. However, there are other matters which, it seems to me, should be frankly stated and freely discussed. It seems to me that a wise solution of these other matters to which I now refer, and will later discuss. are essential to further sound progress in the State's efforts to educate the children of the Negro race.

The roots of these questions are found in the second general topic before this conference - Viz: "How the public and private schools of the State may cooperate helpfully to the best advantage of all concerned".

In view of the importance of this topic and to aid in reaching wise conclusions, it seems to me entirely proper that a committee be formed today to make some sort of report at tomorrow's session of the conference. This committee might be composed of one or more representatives from each important group, religious, educational, business, industrial, and the like. If you deem it wise, therefore, while the discussions are going forward today, will you be thinking of the wisest representatives to make up this committee, and at the close of the afternoon session hold a special conference with only the Negro representatives present and form a satisfactory committee?

I shall be glad to submit to this committee a copy of this paper containing a definite statement of the questions raised under topic Two.

Let me say again, "It seems entirely proper that we should ask you, the Negro leaders in North Carolina, to come here today to consider a report of the past year's activities, to show you that the State has kept the faith, has made good its promises".

When the conference met in September last year we presented to you the following as a part of North Carolina's program for Negro education:

I. STATE.

Building and equipment, three State Normal Schools	$500,000
Maintenance, three State Normal Schools (annual)	75,000
Division of Negro Education (annual)	15,000
Teacher-training in private schools (annual)	15,000
Teacher-training in summer schools (estimated,annual)	20,000
High school and vocational education " "	30,000
Building and improvement, A.& T. College,Greensboro	115,000
Maintenance, A. & T. (annual)	30,000
Building reformatory for Negro boys	25,000
Maintenance of reformatory (annual)	10,000
Sanatorium for Negro tubercular patients	100,000
Total State Appropriations	$935,000

II. LOCAL SCHOOLBUILDINGS FOR NEGROES.

1. Rural schools	
a. Rosenwald Fund	$ 79,000
b. Contributed by Negroes (about)	75,000
c. Public funds	125,000
Total	$279,000

2. Town and city schools (estimated)	$1,246,850
Total for rural and urban	1,525,850
III. Negro public school teachers' salaries (1920-21)	1,500,000

NOTE - The gain over the previous year was $350,000, or about 35 per cent.

You will be interested to know what progress has been made in the use of these appropriations. Let us begin with the State Normal Schools, for which an appropriation of $500,000.00 was available for buildings and equipment. Prior to our September conference last year the Slater Normal School had used about $34,000 of its share. Since then it has used about $135,000 in the construction of two handsome dormitories, one each for boys and girls, and a combination building to be used as a gymnasium and auditorium on the second floor, industrial classes and heating plant on the first floor.

At Elizabeth City a splendid Administration Building, which will cost, without equipment, about $125,000, is nearing completion. In addition to this a principal's home, a three-teacher practice school, heating, water and sewerage systems have been installed at a cost of about $40,000; making a total at this school of about $170,000.

At Fayetteville a splendid administration and class-room building, a large dormitory for girls containing seventy-one rooms, and a water and sewerage systems are all nearing completion. The cost here will be in excess of $166,000.

There is now a balance of only a little more than $11,000 in the State Treasury to apply on the projects at the three Normal Schools. This small balance will be used within the next sixty days.

All the buildings at these schools will probably be completed, and a large part of the furniture installed by January first, 1923. The General Education Board has appropriated $125,000 to be used in equipping the three Normal Schools, thus making it possible for us to use all the State's appropriation for construction.

These three schools are using annually the maintenance fund provided, $75,000.00.

The appropriation of $115,000 for new construction at the Agricultural and Technical College, Greensboro, is being used for the construction of a splendid building on the grounds of that institution.

The hospital building for treatment of tubercular Negroes, for which $100,000 was appropriated, is now in the process of construction at Sanatorium, North Carolina.

The Division of Negro Education, for which an annual appropriation was made, has been organized with eight people and is now functioning as a component part of the State Department of Public Instruction.

Teacher-training in private schools, for which an appropriation of $15,000 was made, has been organized in nine private schools, and has been highly satisfactory to the Department of Public Instruction. A splendid spirit of cooperation has been shown by all the private institutions in an effort to have these teacher-training units produce the largest possible results.

The appropriations indicated in last year's program for teacher-training in summer schools, for high schools and vocational education have been expended on these projects for the past year. A detailed statement of the summer schools will be made by another member of the Division. The Director of Vocational Agriculture has also been requested to make a statement of that work. A statement of the plans for the reformatory for Negro boys will be made by the Commissioner of Public Welfare, Mrs. Kate Burr Johnson. So much for the execution of the State's part of this program.

Progress that has been made in the year in the building of schoolhouses for Negroes will be given more in detail by the supervisor of The Rosenwald Fund, Mr. W.F. Credle, and the Supervisor of Rosenwald Buildings, Dr. G. E. Davis. I shall only take time to say: (1) Eighty-one Rosenwald schools have been built during the present year at a total cost of $330,387.00. Since July first 1st, 1922, fifteen schools have been built at a total cost of $64,429.82. To this let me add two sentences from the September report of the Jeanes supervisor in Warren County: "The school work began last fall with one Rosenwald school completed. The term will begin this fall with fourteen Rosenwald schools completed and one county training school". In Warren about two-thirds of the people are Negroes. This splendid record shows what a progressive superintendent and county board of education aided by the Negroes themselves can do when they will. (2) In response to an inquiry made by us, we find the following facts concerning construction of Negro schools in towns and cities:

Negro Public Schoolhouses Built or to be Built in North Carolina

...or to be Built in North Carolina.

Value of Public Schoolhouses Built or to be Built in North Carolina.

City	Within last 12 months	Now being Constructed	To be built within 12 months	Other information
Aberdeen	0	0	$7,000	New teacherage and building
Aulander	$ 2,500	0	0	0
Aurora		$2,000	1,000	Equipment, $2,000
Beaufort	0	0	0	0
Belhaven	0	0		Bond issue planned
Bryson City	0	0	0	0
Burlington	0	0		County High School planned
Concord	0	0	30,000	10 room bldg. planned
Durham	155,195	0	0	0
Edenton	0	0	0	Building needed
Elizabeth City	0	100,000	0	0
Enfield	0	0	0	0
Fayetteville	30,000	[illegible]	0	0
Franklinton	[illegible]	0	0	0
Gastonia	65,000	0	0	$15,000 spent on grounds
Granite Falls	0	0	0	No Negro schools
Greensboro			150,000	Bond issue planned High School
Greenville	0	0	0	0
Henderson	0	20,000	4,500	$20,000 for remodeling
Hendersonville	0	0	0	0
High Point	40,261.56	40,000	0	0
Kernersville	532.19	0	0	Repairs & painting this fall
Kinston	0	0	20,000	0
LaGrange	0	0	0	Poor equiptment, good bldg.
Louisburg	0	0	0	Need two-room building
Marion	0	0	0	No Negro school
Mebane	0	0	0	0
Monroe	0	0	15,000	0
Mooresville	0	0		Rosenwald school to be built
Mount Gilead		4,000		
Mount Olive	0	0		Large building badly needed
New Bern	0	0	20,000	2-room temporary bldg. this yr.
Newton	0	0	6,000	Planning four-room building
N.Wilkesboro	0	0	0	Hope to build later
Old Fort	0	0	0	2 buildings in good condition
Oxford(addition)	5,000	0	5,000	0
Raleigh	0	0	150,000	elementary and high school
Roanoke Rapids	0	0	20,000	Will build industrial school
Robersonville	0	0	0	Good white bldg. to be used
Rockingham	15,000	0	0	0
Rocky Mount	42,000	0	0	0
Roper	0	10,000	0	0
Roxboro	0	0	Hopes to enlarge or build within 12 months	
Salisbury	0	55,000	10,000 for	overhauling old building
Scotland Neck	0	0		
Selma	0	0	0	Good building, value $14,000
Smithfield	0	40,000	0	0
Spencer	0	0	0	No Negro school, 1 in E. Spencer
Spray	3,500	0	28,000	(Leaksville-Spray)
Spring Hope	0	14,400	0	0
Tarboro	0	0	0	0
Thomasville	0	10,000	0	0
Warsaw	0	0	1,000	Annex to present school
Washington	0	0	65,000	Brick building, $300,000 bonds
Weldon	0	0	15,000	0
Williamston	0	0	0	0
Wilmington	0	0		5 new buildings soon as possible
Wilson	0	0		1 building planned, spring 192[illegible]
Winston-Salem	70,000	120,000	80,000	$40,000 in school playground
	$429,488.75	$415,400	$627,500	

This includes construction over a two-year period, and represents about 75% of the towns and cities.

So far as we have the facts available at this time, the above is a faithful and accurate statement of the progress made in connection with the state schools, and of the program of carrying forward the construction of schoolhouses for Negroes, rural and urban.

Further, and more detailed reports on summer schools, high schools, county training schools, normal schools and teacher-training will be made by Mr. G. H. Ferguson, Assistant Director, and Mr. W. A. Robinson, Supervisor of Teacher Training and High Schools. Progress in the elementary schools and the Jeanes work will be discussed by Mrs. Annie W. Holland, Supervisor of Elementary Schools.

The statements above given constitute a record of definite and concrete achievements. The facts speak for themselves.

Let us turn now to the future. It will be profitable in this connection to discuss:

1. Development of more and better elementary schools for Negroes, both in the rural districts, towns and cities.

2. Development of standard high schools, rural and urban.

3. Extension or expansion of all teacher training facilities.

4. Encourage closer cooperation and correlation between public and private schools, and point out the urgent necessity for all these schools to be standardized on high school, normal school, or college levels.

Permit me to discuss briefly the first three items just emntioned; namely, public elementary schools, public high schools and the state-teacher training schools.

Most unsatisfactory conditions exist in many sections of the State in the elementary Negro schools. When there are 260 pupils to be taken care of by two teachers in an unsatisfactory building, very small results can be hoped for. It is going to be impossible to do anything like satisfactory school work in the Negro elementary schools until better buildings can be provided and better teachers secured for these schools. More than half the enrollment in many of the small town and rural schools is in the first grade. In many instances these people continue in the first grade for two and even three years. There is small hope that either good or intelligent citizens can be developed under such conditions. In a great many instances it is a question whether such elementary schools are not a liability to the community and the state instead of an asset. Emphasis must, therefore, be now placed upon improvement in the elementary schools for Negroes.

As will be reported by others in this conference, there are now twenty-four County Training Schools. Definite efforts have been made at some of these to establish high schools, in some cases over a period covering seven years, and yet none of them are at this time full standard high schools. Two or three of them are approaching that standard. There is hope that all of them may be gradually developed into high schools of standard grade. A number of towns and cities are establishing high schools. So far as my information goes, none of these to this date have been fully standardized. We cannot hope, of course, to have our Teacher Training Units perform their functions until we have more high schools.

In this connection it may not be out of place to call attention to the courses of study for Negro high schools. There is no sound reason why these schools should not be organized on the same basis as our other high schools. There should of course be an opportunity for the cultural subjects as well. It is no doubt true that an investigation in our towns and cities would show there is an increasing number of Negro people who have both the means and desire to give their children the same type of education as that appreciated by other Americans. It would be possible, of course, to offer optional courses in the high schools.

The present building program at the State Normal Schools has strongly emphasized the need for development. The long period of delay in building up these institutions makes it all the more necessary for further development, notwithstanding the fact that in the past two-year period the State's program has placed them in a much better condition than they have ever been before. Within the next three years there ought to be spent at these three schools an amount as great or greater than that provided in the building program of 1921. To illustrate this need let me refer to Elizabeth City. There are now at that institution 156 girls boarding in the dormitory and in the homes of the people around the school. There are 43 boys boarding and attending the Normal. To take care of the 156 girls, we have at present 38 dormitory rooms, and absolutely no dormitory space for the 43 boys. There is needed now at this school another dormitory for girls, a dormitory for boys, and other smaller buildings. The need at the other two institutions, especially at Fayetteville, is practically as great.

The three Normal Schools are now on a standard normal school basis; that is, they are doing two years of normal work above the high school level. Our purpose should be to raise one of these schools to a standard four-year teachers' college. There ought to be some institution owned by the State in which Negro principals, high school teachers and supervisors may be trained by the State itself.

Further expanding our teacher-training work - First, provision ought to be made at the Agricultural and Technical College for raising that to standard college grade to aid in preparing principals and vocational instructors. Second, to develop further the already encouraging beginning made in teacher-training in private schools. Third, make provision at the Normal Schools, and possibly at the Agricultural and Technical College for a twelve weeks summer quarter, this to be divided into two summer school periods of six weeks each.

Fourth, make provision for extension work in teacher-training by organizing group where possible in towns and cities and in the counties of the State.

The statements made in the preceding pages emphasize two distinct facts:

1. The the program of North Carolina for education so far as it is initiated by the state government, and carried forward by state authorities, is functioning in a farily satisfactory manner.

2. That many local communities have not been aroused to do their duty in giving the Negro children public school facilities.

One of the most important tasks of right-thinking men and women of both races in the immediate future, therefore, is to bring about improvement in local school facilities for Negro children.

"How may the public and private Negro schools of the State cooperate helpfully to the best advantage of the Negro people and the state of North Carolina"?

If we shall have the wisdom and the courage to discuss this question frankly and fully and arrive at a satisfactory conclusion we will render a distinct service to the Negro race and to the State. Permit me, therefore, to open the discussion of this topic by frankly and definitely stating the case as I see it.

"Not many years ago Negro leaders in the State criticised North Carolina for its meagre support of the Negro public schools, state and local. The criticism was justified; and still is, when applied to local conditions, particularly. Now when the State is spending millions on public education for Negroes, when the state schools seem to be stepping out of their swaddling clothes; there is, I am told, a feeling of apprehension on the part of some of the most prominent leaders in private education. For some reason they appear to be alarmed and fear the State is going too fast; that it may in some way overshadow or crush out the private schools.

"The primary purpose of both public and private schools is the same; that is, to educate and train for good citizenship the Negro children of the present day. By good citizenship I mean a citizen who is accounted worthy in a Christian Commonwealth, a Christian Nation.

"If the apprehension, or alarm, to which I have referred is general and wide-spread over the State; if the feeling is shared by the majority of the leaders of the Negro race, that matter ought to be freely and frankly discussed here. The subject is of too great importance to be shunned or covered up. If these fears cannot be allayed by frank discussion, and it is proven that the State should slow up its program in developing state schools for training teachers for the Negro race, that can be done.

"The State has just begun its efforts in earnest. Conscious of its shortcomings in the past; it now wants to do its duty. In such a time, and under such circumstances, do you as leaders of your race in this State wish us to advise the Governor and the Legislature not to do any more for the Negro state schools at the present time?

"I am loathe to believe that this feeling is sufficiently widespread or genuine to warrant a curtailment of the plans which I have today outlined. Because of the position I hold and because of the efforts some of us have put into the plans now under way, this is by no means a small matter. We are in real earnest about it. Shall we tear down the fabric which has taken ten years to build, or allow it to wither and die for lack of nurture?

"I can understand, I think, somewhat of the apprehension referred to. Indeed the progress has been so rapid in the last year or two it has in a measure startled some who were not expecting it, because it has been so unusual. Let me reassure you. The State of North Carolina is no conscienceless organization. It has no designs upon any individual or organization that exists for moral or legitimate purposes."

Having brought this report directly to your attention let me raise some of the questions which we ought to consider:

1. In a previous paragraph reference was made to the unfortunate conditions which exist in the elementary schools. Numberless illustrations might be given where public school officials have given scant support to the Negro elementary schools. Some of these unfortunate conditions exist partly as a result of division among the Negroes themselves. Edenton, North Carolina, is one illustration of this. I am told there are three private and two public Negro schools in that town. Other situations almost as discouraging might be mentioned.

My question concerning the many private elementary schools is: Will

it be possible for the religious denominations or groups concerned to make an authorative survey of all the schools, and where it seems wise, consolidate with the public school authorities so that a strong community school may be established in lieu of two or more weak and struggling schools?

2. What has been said with reference to elementary schools applies, with perhaps less force, to high schools. Many private high schools have been standardized and are accredited by the state. (Dr. Highsmith has been requested to talk to you about these).

A few years ago a Negro trustee of one of the private Negro colleges requested us to make a survey of all the private schools of his denomination and recommend which ones should be retained as feeders to the college, and which ones should be consolidated with local public schools. We expressed a willingness to undertake this task, but no formal request came from the authorities of the college. This illustration is given to explain my point; and my question is: Would a survey or an examination of the private schools prove helpful? The aim of such a survey or examination, made by properly appointed committees, would be to make adjustments here and there with the public schools, to the end that more accredited high schools might be developed to serve the Negro pupils in more communities in the shortest possible time.

3. The Junior College. A number of the most worth-while private schools are now apparently struggling to maintain courses continuing through the four years of college work. For lack of means, instructors, and material equipment, these schools must be sorely handicapped. They cannot for the reasons named place their students in position to secure adequate certification credits from the state. Thus the students are in a sense penalized - though they have toiled four years for a degree. Question: Would it not be wise economy and sound educational policy for these schools to become standardized immediately as Junior Colleges? With such rating their students would know without question what certification credits they might get from the State, and the schools could occupy a thoroughly dignified position in their own particular field.

4. Now that the State Normal Schools are offering courses two years beyond high school graduation, and these courses are recognized standard normal school courses, Will the private colleges accept normal school graduates as candidates for the Junior Class in a four-year college course? That is, will the private colleges accept Normal school graduation in lieu of the first two years of college work?

In passing upon this question attention is invited to the following:

a. The Normal Schools now have such financial state support they find it possible to attract to their teaching staff men and women trained in the best schools of the country. These schools have the advantage of the best service supervisory officers in the State Department of Public Instruction can give.

b. Large numbers of the best liberal arts colleges in the North and West are now accepting without question normal school graduation as fully satisfying freshman and sophomore requirements. Normal school graduates are entering these Northern and Western colleges, and receiving full diplomas in two years.

5. Standing of colleges: Because of certain deficiencies in material equipment, teaching staff, courses of study, or other shortcomings, none of the private Negro colleges in North Carolina has the full four-year rating by the State Division of Certification. It is highly desirable that these deficiencies shall be made good at the earliest possible date.

Question: Will the organization which own and operate these colleges be interested in bringing them up to a standard that will entitle them to an accredited rating without question?

6. Uniformity in nomenclature. North Carolina designates or denominates its school system about as follows: (a) Elementary school - seven grades. (b) High school - first, second, third and fourth years. (c) Normal schools - first and second years. (d) College - Freshman, Sophomore, Junior and Senior years.

Among the Negro private schools there are great variations in names, grades, classes, and the like; many names or designations meaning the same or different things. Would it be wise to agree upon a common nomenclature by which the same grade of work in public or private institutions would be known by the same name? This could be worked out by an inter-school commission. Such a commission might determine also the wisdom or unwisdom of uniformity in grading. The state elementary schools include seven grades; the private schools, many of them, have eight elementary grades. Both types of schools are honestly trying to serve the same people in the same state.

Let me summarize briefly the six questions I have raised. Improvement or elimination of private elementary schools; standardization or consolidating private high schools with public schools; making first-class Junior Colleges of some of the private schools; crediting normal schools with two years of college work; advancing the best Negro institutions to full four-year college standard; and adopting a common practicable nomenclature for all schools.

It is finally seems wise to answer all these questions in the affirmative, it would, in my judgment, strengthen and stimulate the whole field of Negro education in North Carolina. It would certainly enable the Division of Negro Education to function more effectively; to render more definite service to all the Negro schools.

Please let me hasten to assure you that there is no thought of rigid uniformity, nor of secularizing the church schools. There is no desire to minimize the splendid service most of the private schools have rendered to the State and the cause of humanity. There is room enough, and need sufficient, for every school that is doing an honest and worth-while piece of work, public or private, to expend its full energy, if the Negro children of North Carolina are to be prepared for lives of usefulness and personal satisfaction. This is distinctly an appeal for larger service, and not for the elimination or extinction of any school that is worthy to endure. It is an appeal for such unification and such a conformity to certain recognized standards that the whole scheme of Negro education may function effectively together.

If we can work out some such plan of cooperation as has been hurriedly outlined, I verily believe we shall make some progress with Negro education in this generation.

I cannot close this paper without paying a just tribute to my co-workers in the Division of Negro Education. As is generally known the Director spent most of the past year outside the State. The Divisional work went on as successfully as would have been possible had he remained in the state. Every one of the other seven members of the Division met every expectation and won the full confidence of Dr. Brooks and his assistants, and the people whom they served throughout the State.

The Assistant Director, Mr. Ferguson, occupied a peculiarly trying position since he had only a month to familiarize himself with the whole field before I left the State in September 1921.

It affords me very great pleasure to be able thus publicly to express my personal debt of gratitude to my colleagues for the splendid work of the past year. The credit for successes achieved is very largely theirs.

253 Negro leaders attended this Conference. There were present also 47 white people.

December 19, 1922.

To the Committee on Coordination of State and Private Schools:

The reply which you make to the proposals for cooperation between State and Private Schools, which were submitted by the Division of Negro Education to the Conference on Negro Education held in Shaw University Chapel, Raleigh, November 3, 1922, is very gratifying. The North Carolina State Department of Public Instruction receives the report which you make bearing the indorsement of the Negro State Teachers' Association at the recent session in Winston-Salem, December 1, 1922, with considerable interest. This interest is emphasized by reason of the fact that nearly one thousand of the leading educators and teachers of the State attended that meeting, and voted favoring the proposals for cooperation and coordination, as far as possible, between all Negro public and private schools in North Carolina. We believe this action is exceedingly important.

As we stated in the proposals submitted November 3, 1922, "There is no thought of rigid uniformity, nor any desire to secularize church schools." The one object aimed at is to bring about such cooperation and coordination of educational effort that both public and private schools may render the largest possible service to the Negro race and to North Carolina as a whole.

With this single aim in mind we make the following further suggestions:

First: That the members of your committee representing the several religious denominations in the State take these proposals to the governing authorities of your respective denominations for consideration and action.

Second: If such boards of control or governing bodies approve the plans for cooperation, that they outline with some care, the plans or machinery by which such a scheme of coordination may be put into operation, so far as their own denomination is concerned - and not merely return a vote of approval without directive steps to make the plan effective.

Third: That the significance and far-reaching efforts of the proposals made be fully and definitely explained to all the Ministers of each denomination. Their aid and interest are vital, not only to the successful promotion of these plans, but also to the larger service which they, themselves, can render to their people and their State.

Fourth: That the committee and the institutions concerned give further study and consideration to section II of the report submitted today, with a view of making it possible for the colleges, under the conditions named in that section, to grant either the degree of Bachelor of Science or the degree of Bachelor of Pedogogy.

We fully realize that the successful consummation of these plans for larger and more effective cooperation will require time, patience and wisdom; that it will require disinterested, faithful, self-sacrificing leadership. We believe also, however, that such wise, farseeing unselfish leadership among the Negroes of our State will be potential in eliminating ignorance, prejudice and superstition from a whole race of people in a given State.

Respectfully,

(Signed) E. C. Brooks,
State Superintendent Public
Instruction.

N. C. Newbold,
Director Negro Education.

This response was made to the committee referred to on Dec 19-1922

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REPORT OF COMMITTEE ON COORDINATION OF THE WORK OF THE STATE AND INDEPENDENT SCHOOLS NOVEMBER 3, 1923.

One year ago at a gathering of educators and friends of education here at Shaw University - in a very remarkable addre by Dr. N. C. Newbold, a suggestion was offered that steps be take to bring about more cordial and harmonious cooperation and coordination of the work between the independent and the state schools. Coming, as it did, from the authorities of the State, it at once emphasized the desire on the part of the State to use its large powers to make possible the attainment of the larger aims of education, namely: the extending of the greatest good to the largest number possible. Following up this suggestion, a general committe composed of three members from each of the denominational groups present at this meeting, was appointed. At the meeting of this general committee, a sub-committee was appointed to study the situation and report its findings with recommendations at the meeting of the State Teachers Association in Winston-Salem. There were represented in this meeting eight different denominational groups and the report of this committee was as follows:

" 1. We accept in principle the recommendation that those Negro Colleges that are now far below the rank of standard colleges and cannot at any time soon do approximately four years of standard college work, endeavor at present to qualify as Standard Junior Colleges. We also recommend that those colleges of higher rating put forth every effort possible to become standard four year colleges. The committee further recommends that at least one of the State Normal Schools be raised to the standard of an A grade Teachers College, and that the A. & T. College be made a standard Agricultural and Technical College.

II. To admit graduates of standard Normal Schools to the Junior year in a four year college course would, to be sure, necessitate, to some extent, a reshaping of the curricula of our colleges. The committee sees no reason why graduates of Standard Normal Schools should not be admitted to the Junior class in college, and, upon completion of two years of college work, be granted the degree of Bachelor of Pedagogy.

III. We recommend that private institutions accept the nomenclature of the State system as nearly as possible. This can easily be done in every instance, it seems, save one - that of the number of grades required as the basis of high school work. A number of private schools are still insisting that the completion of eight grades of work is a necessary prerequisite for entrance to high school.

IV. The committee frankly discourages the further establishment of private institutions for instruction in the grades, and recommends the discontinuance of elementary work in existing private institutions, except in certain communities, perhaps, where public school officials do not assume the responsibility of giving Negro children adequate instruction in the grades.

V. We note with deep interest and keen appreciation the increasing activity, the far-reaching efforts now being put forth by the State for the education of the Negroes. We accept in good faith and commend the spirit that prompted Mr. Newbold to assure us that the State does not contemplate a scheme of secularization in education, the crushing or crowding out of private institutions by imposing a standard of rigid uniformity upon private and public schools alike. The committee, however, is cognizant of no apprehensions concerning such a state program. If there are such apprehensions, the committee would consider them groundless.

As representatives of private institutions, we welcome cooperation on the part of the State and are proud of the opportunity of cooperation with the State in the education of our people.

VI. That the present appraisal of our educational status may be made more definite, and that the educational policy of the future may rest more securely on a scientific basis, the committee recommends that a thorough survey be made of all Negro schools in the State, Elementary, High Schools and Colleges."

This report was unanimously adopted by an organization of teachers representing a registered membership of more than one thousand strong. This action was later ratified by a conference of the various denominational committees with State Superintendent E. C. Brooks, Director N. C. Newbold, and other officials of the State Department of Education. In this conference, the decision was reached that each group committee convey to the governing authorities of its denomination the purpose and desire of this movement and invite such suggestions and cooperation as they might deem advisable. The thought was urged, that the purpose of this movement was not one of absorption, but of coordination in the great forward looking legislation adopted by the State and its progressive program mapped out for the cause of education, it is desired desired that the State join hands with the denominational and other independent schools in pushing forward with more adequate force the work with which these independent schools have been struggling for years. The recommendations being duly referred, the reports of the different denominational committees are as follows:

A. M. E. Zion, President D. C. Suggs, said: that the meeting of its Board of Bishops and Connectional Council, unanimously approved the plan and appointed Dr. J. H. Martin, Secretary of Education, Professor S. G. Atkins and Dr. D. C. Suggs, a committee with plenary power to make effective the plans of this movement.

As a connection, they have discontinued two of its smaller schools, one North Carolina and one in South Carolina and turned them over to the counties to be run as a part of the public school system, and the funds supporting these will be concentrated on other schools with a view toward standardizing all her secondary schools. Livingstone College, its chief educational institution, has been greatly improved in its equipment, resolutions have been passed to appropriate an endowment of $500,000, and to comply with other conditions necessary to raise it to a standard college of A Grade.

A. M. E. Church, through President G. A. Edwards, appreciates the efforts on the part of the State and has increased the length of the term at Kittrell to thirty-six weeks, also has increased the appropriation to $67,500 for better buildings and equipment and has since recommended an additional $50,000 for an academic hall at Kittrell. All teachers appointed since the November meeting have been graduates from standard Colleges.

Missionary Baptist Church. Dean W. S. Turner, for the Missionary Baptist Church reports: "The organization of Baptist Churches is of such nature that no Board can make an authorative statement for the control of individual churches and associations. There is, however, a growing conviction that private institutions duplicating the work of the State should be discontinued or turned over to the State. The transference of the Waters Normal Institute from Baptist to State control, is an instance of educational readjustment among Baptists."

Free Will Baptist Church. President L. E. Rasbury for the Free Will Baptist Church, states: "Our Board of Education unanimously voted its approval both of the recommendations of the Committee at the last State Teachers Association, and the suggest[ions] of the Department of Education later. A friendly correspondence followed and very gratifying results have been obtained. We have succeeded in meeting the State's requirements for accredited rati[ng] this year. The cooperation has very greatly helped us."

The Presbyterian Church in The U. S. A. by President H. L. McCrorey : "The Executive Secretary of the controlling Bo[ard] of Negro schools under the auspices of the Presbyterian Church in the U. S. A., pledges for the Board cooperation with the State school boards in the educational program.

First, in eliminating now, as far as necessary, the primary schools being conducted in the State by this Board, and ultimately the grammar schools and devoting itself entirely to High School, Normal and College work.

The United Presbyterian Church, by Principal J. A. Cotton, states: "Our Board officially expressed itself as willing to cooperate with the State in any way possible to advance Negro education in North Carolina. They have officially offered to turn over to the State the property of one of their schools in Vance County. This proposition was made with some conditions which have not been met by the County.

The Episcopal Church, through Professor Chas. H. Boye says: "Since the Conference last year, the Episcopal Church, thro the Church Institute for Negroes, has taken forward steps in the development of its educational work for the colored people all through the system of schools overspreading the Southland.

"In the work of St. Augustine's School of this State, the Junior College has been established on a standard basis and is in full running order with capable teachers and adequate equipment.

"The High School has grown to an enrollment of 210 students. In the early spring, we expect to begin the erection of an $80,000 building to house the college and administration offices.

"The school will continue to cooperate heartily with the State in the cause of education by standardizing the High School, the normal teacher training courses and the Junior College work." Chas. H. Boyer, Chairman; Rev. A. M. Cochran, L. H. Roberts.

M. E. Church, through President Frank Trigg, says: "It approves of the rating of Junior Colleges and suggests that the institutions giving teacher training shall offer courses of at least equal grade to the Junior College."

Congregational. President T. S. Inborden for the Congregational Church states, that the Congregationalists will cooperate to the fullest extent possible. Already committees have been in conference considering plans for coordinating the work and propositions have been submitted to the county authorities which, when accepted, will greatly help the cause of education in Halifax and adjoining counties.

We must not fail to recognize the signs of the times on the part of the State to lend a helping hand to the worthy efforts of independent schools. Recently, the National Training School, has become the fourth State Normal School, The Normal and Industrial Institute at High Point has been turned over to the city of High Point and will be operated as a public High School, under the control of the city. The Waters Normal Institute at Winton has been turned over to the County Board of Education of Hertford County and thus becomes the Hertford County Training School for Negro youth. The city of Greensboro has paid to Bennett College tuition for all the colored High School students of Guilford County, who might elect to attend that school. The same is true of Shaw University, and St. Augustine's School for Wake County, and Mary Potter Memorial School in Granville County. These are hopeful signs and portend the early approach of the glorious day when every county in North Carolina will have its system of well graded public schools and standardized high schools.

The committee feels that for these beneficent results, it cannot be too pronounced and unstinted in its praise to former State Superintendent of Public Instruction, Doctor E. C. Brooks, the present Superintendent of Public Instruction, Doctor A. T. Allen, and the active, energetic, true, tried friend of Negro education, Doctor N. C. Newbold, with his able corps of co-workers. The unselfish, altruistic spirit of that Prince of Philanthropists, Mr. Rosenwald, has made educational development in the rural sections of the entire South a realization for beyond our most utopian dreams.

Despite this favorable review and still more encouraging prospects, the committee regrets that the practice in some communities of dividing the public school funds between two or more so called parochial schools instead of supporting one good public school should be discouraged in every way possible. The Authorities of These Communities should in some way by courteous, yet convincing methods have impressed upon them the impropriety of thus evading their responsibility and the injustice being perpetrated on the citizens of that community.

We appreciate the aid the State is now giving private institutions in the Teacher Training work, and the support for high school work given some of these institutions from public funds by certain local communities. We ask, however, if the State will not use its influence, either through the local authorities or other agencies, to give approved private high schools substantial aid more generally.

We rejoice with all good citizens in the progress the State is making in the cause of education and the growing disposition to treat its colored citizens with fairness and equal justice. The reports coming from the State Department of Education of the liberal amounts being spent on Negro schools is indeed most gratifying and awakens in every Negro breast such a sense of gratitude, love and loyalty for his State that no amount of money from any Bolshevic treasury can ever cause him to lift his hand against the best interests of the dear Old North State.

We are glad that in the plan of development of Negro Education profisions have made for four State Normals, one Technical College and one Teachers College, all well equipped and adequately supported. As representatives of independent schools, however, we cordially remind you of the greater hardship, comparatively speaking, this works on our schools. The large appropriations to the State schools permit them to erect fine buildings, supply themselves with better and more complete equipment and to pay teachers larger salaries - often taking from the independent schools their best teachers. This works a hardship which adds to the burdens of the independent schools. In all candor, we therefore ask that, since these schools were carrying forward this work before the quickened conscience of a benevolent State awoke to a realization of its duty, and since they have accepted willingly and fully all requirements of the standards set by the State, and, since they have cheerfully donated to the State the use of their plants for the holding of summer schools for training teachers of the State; and since the constituency supporting these schools are the same citizens and taxpayers that support the State schools, would it not be an act of justice for the State to find some way to aid the work of these struggling institutions? If it cannot be done by direct appropriations, then the forces of the State might be brought to bear upon the charitable and philanthropic agencies else where that might secure the desired result.

We have stated what we think and how we feel about this matter. We stand firmly for cooperation and coordination. If you agree with us, we are for it; if you don't agree with us we are for it. You make one step toward us and we will make two toward you.

With our combined efforts we will have a system of education in North Carolina that will weld, not freeze, together all her educational forces; and North Carolina, dear North Carolina, will take her rightful place at the head of a bright galaxy of the Sisterhood of States, and within her borders will become a place of paradistic sojourn where peace will abide and her hills and valleys once more blossom anew into a garden spot of loveliness.

Respectfully submitted,

For A. M. E. Zion Church: D. C. Suggs, Chairman, Livingstone College, Salisbury, N. C.; S. G. Atkins, Slater Normal School, Winston-Salem, N. C.; J. L. Reeves, Edenton Industrial School, Edenton, N. C.

For A. M. E. Church: G. A. Edwards, Kittrell College, Kittrell, N. C.; J. H. Bias, State Normal School, Elizabeth City, N. C.; J. B. Dudley, A. & T. College, Greensboro, N. C.

For Baptist: C. S. Brown, Winton, N. C.; W. S. Turner, Secretary Shaw University, Raleigh, N. C.; C. F. Graves, Roanoke Institute, Elizabeth City, N. C.

For Presbyterian Church: H. L. McCrorey, Biddle University, Charlotte, N. C.; J. A. Cotton, Henderson, N. C.; J. W. Seabrook, State Normal School, Fayetteville, N. C.

For Episcopal: A. Myron Cochran, Raleigh, N. C.; C. H. Boyer, St. Augustine's School, Raleigh, N. C.; L. H. Roberts, Raleigh, N.C.

For M. E. Church: Frank Trigg, Bennett College, Greensboro, N.C.; G. H. Caldwell, Bennett College, Greensboro, N. C.; J. A. McRae, Reidsville, N. C.

For Free Will Baptist: J. Robert Grady, Kinston, N. C.; J.W.C. Smith, Kinston, N. C.; L. E. Rasbury, Kinston, N. C.

For Congregationalists: T. S. Inborden, Bricks, N. C.; J. K. Hillard, Peabody Academy, Troy, N. C.

Shaw University, Raleigh, N. C.

CONFERENCE ON NEGRO EDUCATION IN NORTH CAROLINA

SHAW UNIVERSITY, RALEIGH, N. C. NOV. 3, 1923.

RECEIVED DEC 7 1923 EDUCATION BOARD

Introductory Statement by N. C.Newbold, Director Division of Negro Education.

In September 1921 a conference assembled in this auditorium, It was called a conference on Negro Education in North Carolina. The specific purpose of it was to inform representative leaders of both races of North Carolina's purposes and plans for educating its Negro people. You were told then that the General Assembly of the State had, a few months before, appropriated $935,000 for Negro education and health. This large sum was for new buildings at the State Normal Schools, and the Agricultural and Technical College, and for the employment of larger and better prepared faculties in those institutions. At that time you were told what this money would be used for - and, you were assured that it would actually be so used.

One year ago today, November 3rd, 1922, we asked you to come here again. You responded in larger numbers than before. The purpose a year ago was to tell you that the appropriations of 1921 had been spent,-that handsome new brick buildings, dormitories, administration buildings, and others, were nearing completion at the normal schools and the Agricultural College, - that better trained instructors had been employed, - that the million dollars appropriated the year before had been converted into well-lighted classrooms, comfortable sleeping rooms, convenient offices and laboratories for hundreds of students at the institutions named, and, finally that these new buildings are visible evidences that your State had begun to fulfil its promise of better educational advantages for its colored citizens.

Besides this we asked you last year to consider the advisability of closer cooperation between our public and private schools. Several definite proposals for closer cooperation were presented. Briefly outlined these are as follows:

1. To prevent duplication of effort and save delay in establishing good elementary schools we asked, "Will it be possible for the religious denominations or groups concerned to make an authorative survey of all the weak elementary schools, and where it seems wise, consolidate with the public school authorities so that a strong community school may be established in lieu of two or more weak and struggling schools?"

2. The same question was asked with reference to high schools.

3. In view of the struggles of certain institutions to maintain four year college courses, we inquired if it would be wise for these schools to become standard Junior colleges, and do well the work in that field instead of attempting too much on meagre support.

4. A plea was made in behalf of the State Normal Schools - that the colleges accept normal school graduation as the requirement of the first two years of college work.

5. We urged the organizations that control the private colleges to bring these institutions up to the standard four-year college rating at the earliest possible date.

6. A plea was made for uniformity, as far as desirable, in the matter of nomenclature - common to both public and private schools.

You were kind enough to agree to the proposal for cooperation between public and private schools, and, on your own initiative, appointed a committee composed of leaders in both types of schools to work out plans for such adjustments as may be wise to prevent useless duplication of effort and wasteful expenditure of money. This committee has had several joint meetings with the State Superintendent of Public Instruction and the Director of the Division of Negro Education. The committee has done some valuable preliminary work, and will probably render a report of their efforts sometime today.

With this brief review of the two preceding conferences may we now discuss the work for the present conference and call attention to some progress that has been made within the last year.

It will be interesting to raise a question as to whether or not the General Assembly when it met in the spring of this year, 1923, and came to review the work of its predecessor in 1921, it repented, so to speak, the rash (?) act of two years ago when such a long step forward was made in behalf of Negro education. Instead of this, the General Assembly took another forward step and made more money available for Negro education than was the case in 1921. The grand total of state appropriations this year is $1,290,000 for Negro education alone, not including appropriations for health. This is distributed partially as follows:

For building and improvements at the state normal schools ----------	$469,000
For a similar purpose at the Agricultural and Technical College -------	455,000
For the establishment of a reformatory for delinquent Negro boys -----	50,000
Total for building alone (two year period)	$ 974,000

Maintenance appropriations for normal schools, A. and T. College, Division of Negro Education, teacher-training in private schools, summer schools, high schools, $316,000.00

It is interesting to note that the appropriation for the maintenance of the Normal Schools alone is $150,000 - just twice as much as was made available for this purpose in 1921. The appropriation for maintenance at the Agricultural & Technical College was trebled, - $60,000 instead of $20,000 annually, besides a special appropriation of $31,000 to pay off some indebtedness. These are state appropriations.

More than half the money spent on Negro Education in North Carolina is raised by the smaller political units - counties, towns and cities. How much money does the entire state and its subdivisions spend annually on its Negro schools? Following is a brief summary of expenditures. In part these figures represent actual appropriations, in some cases careful estimates:

1.	One-half biennial appropriations for buildings and improvements	$487,000
2.	Annual maintenance - state institutions	316,000
3.	Salaries Negro teachers (1922-1923)	1896,756
4.	New buildings towns and cities	1000,000
5.	New buildings rural districts	500,000
	Total (approximately)	$4199,756

After making a reduction for aid given by the Rosenwald Fund and contributions by the Negroes on rural school buildings the net expenditure by North Carolina is approximately $4,000,000, and probably more.

These figures are encouraging - particularly so, when we know North Carolina is now able to spend and is spending more money upon its Negro schools each year than it spent upon its whole public school system in 1900 - twenty-three years ago. And yet, no fully informed, right thinking citizen will claim that the State is doing its full duty in meeting the educational needs of its Negro citizens. It is comforting to believe, however, that as a commonwealth we are headed in the right direction, and traveling at a fairly satisfactory rate of speed.

Permit me now to review some of the gains made in Negro Education in North Carolina during the past year:

1. I have already called your attention to the large appropriation of $1,290,000 made by the recent session of the General Assembly. This item is put first because it emphasized the continuation of an expansion of the program began two year ago on even a larger scale.

2. Seven new standard high schools have been added to the list of accredited high schools in North Carolina, - four of these are public schools and three are private schools. It is interesting to note that outside of the state institutions these are the first public schools for Negroes to be standardized in North Carolina.

3. A fourth Normal School hasbeen established. The school formerly known as the National Training School at Durham has been taken over by the State and is now known as the Durham State Normal School for Negroes.

4. To aid in promoting the building program at the State Normal Schools, a skilled engineer has been employed as Supervisor of Construction. He will give his whole time to the construction program at the Normal Schools.

5. Several months ago we passed the million dollar mark in value of Rosenwald schools. The number now completed is 335, the total value being $1,271,156.00

6. The three original State Normal Schools graduated their first classes from standardized normal classes; that is, two years above standard high school. Thirty-two students were granted state certificates of the higher classes - Grammar Grade B and Primary B. These students had no difficulty in getting good positions to teach.

7. It can no longer be said there is no standard A College for Negroes in North Carolina. A few months ago Shaw University was granted this rating by the Certification Board of the State. We are all gratified that there is at least one college of thisgrade in the State.

8. Scholarships have been secured for two members of the Division of Negro Education. Mr. G. H. Ferguson, Assistant Director, isnow at Teachers College Columbia University on a year's leave of absence. Mr. W. A. Robinson expects to go for the second semester. It is the hope of the State Department of Public Instruction that both of these young men will return to the State next summer having earned their Masters Degrees in Education. They are to study especially Normal Schools, High Schools, and Teacher Training.

9. We have employed a competent landscape architect to make preliminary plans for an expansion of the program at each of the Normal Schools. These plans include the locations of buildings that may be needed for the next ten years, locations of drives, walks, and of necessary plantings to beautify and make the grounds attractive.

10. Approximately three hundred or more Negro teachers have crossed the line of county second grade certificates to some type of state certificates. When the records are fully made of the summer schools this year, it will be found that approximately sixty per cent of all the Negro teachers hold state certificates. The record for last year wasfifty per cent.

Having given the actual gains for the past year, it may not be out of place to prophesy, or to put it in simpler and milder form, to express the hope and belief that certain other very encouraging gains will be made next year as follows:

1. The establishment of a four-year teachers' college by raising the standard of one of the State Normal Schools.

2. Raising the standard of the Agricultural and Technical College to that of a standard four-year college for work in its field.

3. At least six to ten additional high schools will probably become standardized.

4. On the grounds of the three old State Normal Schools a number of new and useful buildings will be completed by next November.

The State and the local communities may build and equip high schools, the State can build normal schools (four of them are now in use) and it will build a standard four-year college for Negro youth, but the State cannot fill the high schools, the normal schools, and the college that is to be with students. That is a matter for the fathers and mothers of Negro boys and girls in North Carolina and for the Negro boys and girls themselves. What will their answer be to this challenge of the State? Ultimately, no doubt, their response will be similar to that of Isaiah, the Prophet, when he answered the Lord and said, "Here am I, send me." I have no doubt that in time these institutions will be filled to overflowing, but the insisted question with us now is, "How long must we wait? When will that time come?"

When it requires seven or eight years for a school like the Berry O'Kelly County Training School at Method to become a standard high school, we are prone to become discouraged. When after eight years of effort the Johnston County Training School at Smithfield still fails to get on the accredited list of standard high schools

because it can not keep an average daily attendance of forty-five students again, I say, we are disappointed. When all four of the State Normal Schools now have fewer than 100 students in the normal departments (there are many more in the High School and preparatory departments) and some of the private colleges are barred from Junior College rating largely because they can not enroll a minimum of thirty students in the college department, we sometimes wonder if we are on the road that "has no turning".

Now that the State and many of the local communities are providing high schools and higher institutions, may we look to the leaders of the Negro race to fill these schools with students?

It is appropriate at this point that we make a special appeal to the ministers of the race as well as to the educational leaders to help bring students into these various types of higher institutions. No group of leaders has quite so much influence upon the mass of the people as do the Negro ministers. This affords them a great opportunity and places upon them a most exacting responsibility. Knowing personally many of the best most God-fearing of these ministers, I desire to express my sincere belief that the great body of Negro ministers of all denominations will rise to meet this responsibility.

Permit me to mention two other matters in conclusion:

1. Mr. James H. Beck, Solicitor General of the United States Department of Justice, has stated he is reliably informed that $400,000 has been sent from the Russian Government at Moscow to convert the Negro people of America to Bolshevic doctrine and have them join the Third International. It is needless to take your time to tell you that informed Southern white people do not believe this $400,000 will be worth to Lenine and Trotsky the paper on which the draft was written, if Mr. Beck hasbeen really informed.

The friendly attitude of the races in North Carolina toward each other is emphasized by Irvin Cobb in Hearst's International Magazine for November 1923:

"She has wrought out so generally amicable a basis of understanding between whites and blacks that there is as little of racial friction as in any State having so large a proportion of Negroes in the population."

2. Instead of fearing that its Negro population may prove disloyal, North Carolina is consciously, with its eyes fully open to all the facts, going resolutely ahead with plans for giving its Negro people better and still better educational opportunities. In view of the facts stated in this paper it is not an exaggeration to say that our responsible white leaders, political and economic, as well as religious and educational, already know the difference between just and generous treatment as compared with repression and stinginess; they not only recognize the duty and obligation of the State in this matter, but they are consciously taking the higher ground, viz: It must not be said of their State that it takes advantage of a minority people because they may not have the political or economic power to resist; rather they are proud the State is wholeheartedly and sincerely making an effort to do its duty, long deferred though it may be, and not merely its duty for duty's sake, but because "it is more blessed to give than to receive".

N C 248

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
G. O. MUDGE, ACTING ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

A. T. ALLEN, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS PEARL FAULKNER, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

RECEIVED MAR 17 1924 GEN. EDUCATION BD.

March 6, 1924.

PROGRESS LETTER

Some years ago a monthly Progress Letter was issued from this office. It attempted to point out some of the best most hopeful things being done by Jeanes teachers and the county training schools for Negroes. After this lapse of time the Letter makes its reappearance today. We shall hope to send it out on the sixth of each month.

With this issue of The News Letter the Division of Negro Education sends greetings to its workers in all parts of North Carolina, and to the friends of Negro Education in the state and elsewhere. We feel that, while there are many needs that we are yet unable to meet, the work of Negro education in the state is making commendable progress. The Negro people are asking for better teachers for their schools.

1. Jeanes Work.

Last month many counties placed special emphasis on the organization of industrial and literary clubs among the boys and girls. These clubs have a very bright outlook for future development. Miss Mary M. Garnes of Warren County has reported the greatest number of clubs. She has twelve enthusiastic organizations.

Physical culture is being promoted by means of delightful games, exercises and interesting lectures. Six of Miss Garnes' clubs have already purchased basket ball sets, or volley ball sets, and others are raising the money for them. Mrs. F. O. Butler reports three basket ball sets, Mrs. Mary S. Gray of Martin reports both a basket ball and tennis outfit, and Mrs. Katie M. Hart of Hertford, a croquet set. Lectures on health and other subjects continue with increasing interest on the part of both students and patrons. Those lecturing to 1500 or more are listed below:

Mrs. Laura J. A. King	3500
Mrs. Katie M. Hart	2810
Mrs. R. A. Luton	2800
Mrs. Mary S. Gray	2500
Mrs. Sarah P.Wimberley	2426
Mrs. C. F. Rich	2000
Miss Ethel M. Thompson	1765
Mrs. P. L. Byrd	1750
Miss Helen Escridge	1500
Mrs. Maude M. Kornegay	1500

Measures for better sanitary conditions are going forward in practically all the counties. Mrs. P.L. Byrd inaugurated a white washing campaign, hoping that every school in the county would be whitewashed or painted by the end of March. The schools will be inspected and a prize delivered to the best school of each type at the county commencement. Those reporting the largest number of sanitary privies are: Mrs. Mary S. Wynn 22, Mrs. Laura J. A. King 15, Mrs. F. E. Biser 11. Mrs. King advises that more than a hundred families in her county have built the same type for their homes. The influence of the school is felt in the home in this county. This is probably best accounted for by the fact that the teachers make frequent visits to the patrons of their schools. Eleven hundred nine-two visits were made during March. Mrs. F. O. Butler reports the highest number of water coolers - 20, and Mrs. Sara W. Randolph the second highest - 10.

Efforts to arrange for the construction of Rosenwald schools have met with decided success. Mrs. Cattie L. Battle has sent in eleven applications for buildings. Mrs. M. C. Falkener reports two six-room buildings, Mrs. Carrie T. Jordan a six-room building, and others have reported one or more smaller schools. Mrs. Mary S. Gray reports four buildings.

The Better Biscuit Campaign in Nash County will be of interest. Mrs. Rich gave demonstrations in nine schools. The girls make the biscuits at home and bring samples to school to be judged. The girls having the best samples receive prizes.

Mrs. M. A. C. Holliday has continued from 1922 her Home and School Improvement Campaign for Iredell County. As an incentive to greater improvements prizes are offered to those making the best records in different phases of the work. She has also planned group contests to be held in singing, recitations and spelling at the cent school houses, the winning school to enter the County Contests in April.

The following paragraph quoted from Miss Helen Escridge shows that she is accomplishing a great deal in a county where she has to encounter difficulties:

"One three-teacher Rosenwald school was completed and opened for teaching. Articles purchased were: One organ, two stov four coolers, one picture of Mr. Rosenwald, and one kitchen cabinet and three kitchen tables were made by the boys".

Thos reporting the greatest amounts of money are as foll

Mrs. Carrie L. Battle	$4327.48*
Mrs. L. J. A. King	1682.38
Mrs. P. L. Byrd	1550.00
Mrs. C. F.Rich	1500.00 - Rosenwald

*4107.48 of this amount for Rosenwald Schools.

2. County Training Schools.

Berry O'Kelly and Johnston County are running a close rac for the highest average attendance.

Three thousand dollars has already been raised by the Negroes of Warren County for the new dormitory at Wise, the Warren County Training School.

Bertie reports $112 raised during the month of February for school purposes.

Hertford has the highest high school enrollment among t training schools.

Sampson County recently gave a pageant, "Up from Slavery", in the school auditorium.

Bertie thru itsParent Teachers Association raised $419.00 for equipment during the first half year.

3. Graded Schools.

Second ward High School, Charlotte, has highest high school enrollment in the state.

Washington expects to be in the handsome new building by April first.

4. Rosenwald Schools.

Superintendent R. B. Sentelle of Edgecombe County has recently sent in an application for aid on his fifteenth Rosenwald building under this year's budget. There will be a total of thirt one classrooms in these schoolhouses. To aidon these projects, M Carrie L. Battle, the Jeanes Teacher, has raised and deposited $7,500.00 in a local bank. The Rosenwald Fund will contribute $10,700.00. The total cost of the buildings will be approximately $50,000.00.

In addition to the above money, Mrs. Battle has raised $425.00 for rangesto go in five Rosenwald schools. She hasraised well over $8,000.00 thisyear and yet some people say that they can not afford a Jeanes Teacher. Ask Superintendent Sentelle what he thinks.

During the month of February fourteen applications for aid were approved and we have on file fourteen others which we are holding for lack of funds. Our appropriation for the fiscal year 1923-24 was $83,100.00. Applications for the entire amount have bee approved. Projects that could not be completed by July 1 have been cancelled and others have been substituted in their place.

A $15,000.00 plant has been completed at Madison in Roc ingham County. A three teacher school is nearing completion at Lockhart in Northampton County.

5. General.

a. The Superintendent and Board of School Trustees of the Franklinton township schools, Franklin county, have invited the Division of Negro Education to make "as thorough survey of the Negro schools of the township as may seem necessary and recommend plans for their improvement." Work on the survey has already been begun and will be completed as early as possible.

b. Thus far $21.00 hasbeen raised toward a fund for sending delegates to the National Association of Teachers in colored schools.

c. Shaw, Johnson C. Smith, and Livingston hold their triangular debate April fourth.

d. Shaw will debate Union University at Shaw April 2[illegible].

e. Kittrell College has nearly completed a new dormi[illegible] for boys. The building is a three story brick, containing sixty-six rooms, with thoroughly up to date equipment.

f. Books and periodicals to the amount of approximate[illegible] $4500.00 have been purchasedfor the libraries of the four Normal Schools. These libraries are being thoroughly classified and cat[illegible] loged by the organizers of the State Library Commission.

g. Johnson C. Smith University, Charlotte, has just completed one of the best science buildings in the state, and it [illegible] splendidly equipped.

h. The superintendent of schools in Currituck County, MissMaude C. Newberry, has requested the Director of this Divisio[illegible] to visit the Negro schools of her county with her and to recommen[illegible] to her and the county board of education what should be done to make the public schools meet the needs of the Negro people in th[illegible] county.

N C 248
H. J. J.

RECEIVED
APR 21 1924
GENERAL EDUCATION BOARD

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Division of Negro Education

PROGRESS LETTER

April 6, 1924.

"The foundation of a state is the education of its youth."
Dionysius.

The Director has received a letter containing the following statement:

"I am going to New York Saturday night, and while there expect to make a new will on account of some changes which have occurred since the last one was made. I should like to put in a bequest for the extension and support of Negro education in North Carolina, and will be glad to have you tell me if there is any fund or any association thru which such a fund will be sure of careful and proper administration."

This came in a letter from a wealthy American citizen who has a home in Brooklyn, New York, and one in Southern Pines, North Carolina. Further information will be given about this later.

County Training Schools.

Orange County Training School reports a Community Health League that is raising money "to help pay for a Public Health Nurse and to help with the sick." Health examinations of pupils of compulsory school age are being made.

A meeting of the Negro citizens and teachers of Brunswick County was held at Southport Saturday, March 29. This meeting was addressed by the Acting Assistant Director of this Division, by County Superintendent Page, and later by several local Negro leaders. The arousing of considerable interest in the school program is reported.

Principal Rice of the Pamlico County Training School reports a strong athletic program. Seven inter-school games of basket ball have already been played.

In the report of Mr. Favrot on the results of the competition for attendance for the fifth month among Training schools in Louisana, Alabama and Georgia, Brunswick County Training School (North Carolina) scores the highest per cent of attendance on enrolment - 97.8 %.

Martin County Training School, N.C., scores lowest per cent of tardiness on enrolment, 1/10%.

Jeanes Work.

Mrs. Annie W. Holland was with Miss Hoover, Supervisor of Person County, in two of her group center commencements. Large crowds attended the very interesting programs which consisted of story telling, speaking and spelling contests.

Saturday, April 5, Superintendent Lockhart, assisted by the white and colored supervisors, gave the seventh grade county examination to 129 pupils in Washington Negro Graded School of Raleigh. Mrs. Battle, Supervisor of Edgecombe County, gave the county examination to sixty seventh grade pupils.

Mrs. Annie W. Holland writes: "April 4 I was with Mrs. Byrd at Zebulon in one of her group center commencements. The story telling, speaking and spelling contests were very good. I have never witnessedbetter in any of our group commencements. An estimate of 1200 people were in attendance."

Superintendent J. T. Jerome of Wayne County is doing a great deal for the advancement of Negro education in his county. Recently Mrs. Annie W. Holland, in company with

Mrs. Maude M. Kornegay, the Jeanes Supervisor, gave 257 Thorndike-McCall silent reading tests to the fourth, fifth, sixth and seventh grades in as many of the schools as the number will warrant. Since Mrs. Holland left the county, Mrs. Kornegay continued the tests, giving 194 since last Monday.

"A report from the secretary of the Wake County Teachers Association showed that every teacher paid a fee of $1.00 and became members of the North Carolina State Teachers Association. It also showed that during the one year that we have been organized, we helped in purchasing a library for Berry O'Kelly High School, and we gave $75.00 toward entertaining the State Teachers Association. ... More than 100 new toilets have been built during the month. ... Fuquay extended term for seventh grade with money they won on industrial exhibit at State Fair." Mrs. P. L. Byrd, Wake County.

"Orders have been placed for nineteen Rosenwald pictures for various schools." Miss Mary M. Garnes, Warren County.

"Practically every community having one teacher schools has voted for consolidation before the next school year." Mrs. M. C. Falkener, Guilford County.

"The County Teachers' Association purchased a Ford roadster for the use of the Supervisor. Since I received the car I have been able to get more work done and to find some weak places in teaching." Mrs. Mary S. Gray, Martin County.

"Every teacher in the county was given a day to observe the work done at one of the best schools. A letter and visiting plan were sent to each teacher." Mrs. Sara W. Randolph, Northampton County.

" I got out a form letter and sent to all of the teachers, together with the literature sent from the Department to stress the observance of National Negro Health Week." Mrs. Maude M. Kornegay, Wayne County.

"I have purchased a portable victrola which I take with me to the schools. I have selected my records with great care because I hope to be able to teach the children to know and appreciate worth while music. ... I also use the victrola in teaching physical exercises." Miss Marie McIver, Halifax County.

The domestic science class at our new Rosenwald school at Piney Grove prepared a very nice dinner for the judges on the day of their contest. ... One of the furniture houses has given us a dining room table for Piney Grove School." Mrs. M. A. C. Holliday, Iredell County.

"Two communities have raised funds for Rosenwald buildings." Mrs. Carrie T. Jordan, Durham County.

"I gave demonstration lessons in Health Education in the opening exercises of six schools. I have succeeded in getting around to every school in the county." Miss Lucy R. Saunders, Harnett County.

"Our county commencement was held in the court house at Nashville March 21, and seven or eight thousand people gathered to witness the exercises." Mrs. C. F. Rich, Nash County.

"Thru the Parent-Teacher League a piano has been purchased for Plains school and all payments made within two months. The pupils used the piano case to make a work cabinet." Mrs. Katie M. Hart, Hertford County.

"The merchants have offered twenty-four prizes for the best pieces of industrial work exhibited at the County Commencement." Mrs. Carrie L. Battle, Edgecombe County.

"The teachers gave me a surprise by presenting me with a mimeograph which is proving a great help in my work." Mrs. L. B. Yancey, Vance County.

Rosenwald Schools.

"On the 29th of March I went to Edgecombe County where I was present at the letting of the contract for fifteen school buildings which is, I believe, a North Carolina record for one day, for one county. Thirteen of these buildings are to be three-teacher buildings. The two-teacher buildings will cost $2400.00 each. This is exclusive of the site and equipment. The three-teacher schools will cost $3200.00 each, also exclusive of sites andequipment. D.H. Harris and Son, a responsible firm, were the successful bidders for this work. The buildings are to be constructed of good material and are to be completed and equipped before next school year." W. F. Credle, Supervisor Rosenwald Fund.

High Schools.

The following high schools are making very determined efforts to become standard high schools before the close of this school year:

Public	Private
Stephens-Lee H. S., Buncombe Co.	Lincoln Academy, Kings Mt.
New Bern Colored Graded Sch. Craven Co.	Kinston College, Lenoir Co.
Tarboro Col. Graded School, Edgecombe Co.	Higgs Institute, Martin Co.
County Training School, Hertford Co.	Rich Square Academy, Northampton
County Training School, Johnston Co.	Burgaw N.&I. Sch., Pender Co.
Kinston Col. Graded Sch., Lenoir Co.	Laurinburg N.&I. Institute, Rowan Co.
Myers St. High School, Mecklenburg Co.	
Thompson Institute, Robeson Co.	
Price High School, Rowan Co.	
Goldsboro Col. Graded School, Wayne Co.	

General.

A member of the Division spent three days in Currituck County inspecting the colored schools in company with the county superintendent, Miss Newbury, and two interested white citizens - Mr. Johnson and Mr. West. There are only twelve colored schools in the county. We saw ten of them. All need new buildings at once except two that are Rosenwald schools. Recommendations for improving school conditions for the colored people in the county are being prepared.

Currituck is entering upon an encouraging new era of educational progress for all its public schools. The people are following the inspiring leadership of the county superintendent, Miss Maude C. Newbury, and the progressive county board of education.

The libraries of the four Normal Schools are now functioning and giving additional force and life to these schools.

Doctor Collier Cobb of the University of North Carolina was an interested visitor at the Elizabeth City State Normal School. He expressed himself as greatly surprised and more than pleased with what he saw.

Questionnaires, teachers' reports, and building scores are now nearly all in the office from the recent survey of Franklinton township. The work of organizing and tabulating this material will be begun at once.

The organization of the various summer schools is rapidly proceeding. Great interest is being manifested in these schools.

Jeanes Work (cont.)

Name	County	No. reached by lectures this mo.	Money raised for improvement this month
Mrs. Katie Mr. Hart	Sampson	6000	$400.00
Mrs. L. J. A. King	Johnston	3000	
Mrs. Mary S. Gray	Martin	2800	50.00
Mrs. Bertha M. Vincent	Alamance	2750	17.23
Mrs. F. E. Biser	Greene	2651	
Mrs. M. A. C. Holliday	Iredell	2500	
Miss Pearl E. Hoover	Person	2282	188.00
Mr. J. P. Murfree	Duplin	2200	
Mrs. R. A. Luton	Bertie	2000	600.00
Mrs. Maude M.Kornegay	Wayne	2000	
Mrs. Sarah P. Wimberley	Perquimans	1990	
Mrs. L.B.Yancey	Vance	1600	182.00
Miss Helen Escridge	Cleveland	1575	200.00
Mrs. Mary S. Wynn	Craven	1431	
Mrs. Sujette L. Smith	Rowan	1400	
Mrs. Maggie Hester	Hoke	1251	66.00
Mrs. Susie J. Wilson	Anson	1031	
Miss Marie McIver	Halifax	1000	132.74
Miss Telia L. Faulk	Pasquotank	950	
Miss Mary M. Garnes	Warren		243.46
Mr. J.I. Kornegay	Sampson	890	
Mrs. M.CC Falkener	Guilford	810	
Miss Jennie L. Hill	Rockingham	800	
Miss Anne E. Chesnutt	Cumberland	725	77.25
Mrs. S. A. Wilson	New Hanover	627	101.35
Mrs. Sara W. Randolph	Northampton		672.38
Miss Lucy R. Saunders	Harnett		440.80
Mrs. Carrie L. Battle	Edgecombe		264.50
Miss Dollye B. Patterson	Forsyth		90.00

"Education to be a public safeguard must not only prepare mindsfor receiving new truths, but also prepare moral natures for responding to advancing standards of action." Rev. Marshall Dawson.

N.C 24 Raleigh
5-14-24
ESB

DIVISION OF NEGRO EDUCATION

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G. H. FERGUSON, ASSISTANT DIRECTOR
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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

RECEIVED
MAY 19 1924
GENERAL EDUCATION BOARD

May 6, 1924.

PROGRESS LETTER

"A teacher! What an exalted soul he should be!"-
Rousseau.

Joanes Work

"I visited in the interest of health 131 homes."-
Mrs. S. A. Wilson, New Hanover

"It was estimated that there were at least 5000 people gathered to witness the exercises of our county commencement April 9." - Mrs. F. E. Biser, Greene County.

"Sites were secured for two school buildings." -
Mr. J.I. Kornegay, Sampson Co.

"At our second annual county commencement, diplomas were awarded to 23 rural school children completing seventh grade work. ..... Mr. I. J. Cooper, colored, promises to give two acres of land on which to build Mt. Sinai Rosenwald School. Mr. and Mrs. M.K. Everett, colored, gave the site for Everett school." - Mrs. Katie M.Hart, Hertford County.

"Between three and four thousand dollars have been raised for Rosenwald schools." - Mrs. C. F. Rich, Nash County.

"We are having two night schools. One has ages twenty-five to eighty-three years." - Mrs. Sarah P. Wimberley,
Perquimans County.

"We have begun our building program with four Rosenwald school projects to be completed by the next school term." -
Mrs. Mary S. Wynn, Craven Co.

"The county commencement held April 16 was quite a success. Three thousand people of my race witnessed the occasion. Twenty-five schools were represented with eighteen hundred students." - Mrs. Mary S.Gray, Martin County.

"Three thousand people were present at the County Commencement." - Mrs. F.O. Butler, Mecklenburg County.

"Children of the communities in which Rosenwald schools will be built wrote compositions on What a Rosenwald School Will Mean to Our Community. The prize for the best composition on this subject was $5.00 given by a Negro physician, Dr.A. S. McMillan. - Mrs. Carrie L.Battle, [illegible].

"A clean-up campaign was put on the first week, some whitewashing was done in every school and a lecture on the importance of good health was given in every school." - Miss Dollye B.Patterson, Forsyth Co.

"Certificates have been issued to twenty-four finishing the seventh grade up to thistime with other schools to be heard from." - Mrs. Maude M.Kornegay, Wayne County.

"The Negro doctors of the city gave their services during the National Health Week, lecturing to the children of all the schools and parents of the various communities. ..... Each day a quartette from one of the local schools accompanied the doctors and supervisor and rendered one or two selections." - Miss Telia L. Faulk, Pasquotank County.

"Four excellent group contests were held." - Mrs. Sujette L. Smith, Rowan Co.

Name	County	No. reached by Lectures	Money raised improvements
Mrs.L.J.A.King	Johnston	9000	
Mrs. C. F. Rich	Nash	6000	
Mrs. Mary S. Gray	Martin	4000	$385.00
Mrs. Sujette L. Smith	Rowan	3500	
Miss Helen Escridge	Cleveland	3200	
Mrs.Kate M. Hart	Hertford	3170	
Miss Lucy Saunders	Harnett	2500	474.75
Mrs. Maggie Hester	Hoke	2457	50.00
Miss Telia L. Faulk	Pasquotank	2300	100.00
Mrs. F.O. Butler	Mecklenburg	2200	
Mrs. Susie J. Wilson	Anson	1700	
Mr.J.I.Kornegay	Sampson	1122	

Miss Jennie L. Hill	Rockingham	920	
Mrs. Mary Sutton Wynn	Craven	880	
Mrs. Sara P. Wimberley	Hertford	697	$ 84.28
Mrs. F.E. Biser	Greene		400.00
Mids Dollye B.Patterson	Forsyth		195.00
Miss M.Valena Whitfield	Caswell		85.45

Rosenwald Schools

Morganton is erecting a Rosenwald school. It is of brick construction and will cost between $15,000.00 and $20,000.00.

An electric light plant has been installed at the Eastman Rosenwald School in Halifax County.

Guilford County is completing the second and third brick Rosenwald schools for the year. These are six-teacher buildings at Brown Summitt and Gibsonville.

Nash has completed three Rosenwald schools this year. The fourth - the Nashville six room building - will be finished before July first.

County Training Schools

The group commencement which was held at the Robeson County Training School, April 24, was one of the best held in the county. The County Training School students won all the first prizes in the literary contests and many in the industrial.

The Seventh grade graduates throughout the county came to the County Training School to receive their certificates. The superintendent, Mr.C. L. Green, urged them to take up High School work in the County Training School next year.

General

The new libraries at the four Normal Schoolsare now organizedand in service. The reports coming in regarding the extent to which they are used is very encouraging.

Pitt County Training School is making a fine addition to the collection of books in its library.

Representatives of the leading church and private Negro schools in North Carolina met in the office of the Division ofNegro Education April 12. The purpose of the meeting was to discuss ways and meansof securing additional financial aid for these schools. The higher State institutions have made so much progress in the past four years by reason of largely increased State appropriations that the church and private schools are finding it difficult to keep pace with the progress made. The church and private schools represented have property valued at more than $3,000,000.00. They have rendered fine service tothe cause of education; their service is still needed, and some way must be found to help them.

The observance of Health Week by the schools over the State is in strong evidence of a reaching-out for higher standards of both physical and moral health.

Thirty-two certificates were awarded in Halifax county for perfect attendance.

Twenty-sixseventh grade certificates were awarded in Edgecombe county.

Thirty-eight counties report no high school studentsoutside county training schools or city systems.

Money raised by the Negro people for their schools at the Halifax County commencement amounted to more than $5000.00. Thiswasnot pledges or promises but cash in banks as certified to the county superintendent by cashiers of banks. Thiswas marvelous. Nothing like it hasbeen done before in North Carolina. More than $9,000.00 had previously been paid in during the present school year. Hurrah for Halifax!

Edgecombe has had the most wonderful commencement so far asnumbers, display, and cooperation are concerned. Seventeen thousand are reported tohave taken Tarboro that day with 4000 children in the parade. The parade wasmore than a mile long. The police kept main street closed until the en-

tire parade passed by. White people linedthe streets and looked on in wonder and amazement. Good order prevailed throughout the day, and both white and colored are happy over the results.

Especially noticeable at the county commencements at Williamston and at Winton, and at the group commencementsat Halifax, Print, Mullens, and Eastman in Halifax County, were the domestic art exhibits. This work when time and opportunity are considered istruly wonderful.

"The business of schools is thought and by the use of a common service to get at the true spiritual nature of the ordinary things we have to deal with."-

Sanderson of Oundle.

NC248

DIVISION OF NEGRO EDUCATION

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

June 5, 1924.

PROGRESS LETTER

"Universal education is the foundation upon which Democracy is built."

JEANES WORK

"Fifty-two teachers have applied for admittance to the summer schools at Slater and Johnson C. Smith." - Mrs. Susie J. Wilson, Anson County.

"We have begun our building program with five Rosenwald schools to be completed by next school term..... It was estimated that more than 12,000 people attended our group center commencements..... Perfect attendance certificates were given to 91 children." - Mrs. R. A. Luton, Bertie County.

"I have inspected 342 homes and am pleased with the sanitary conditions generally." - Mr. J.P. Munfree, Duplin Coun

"Nineteen students received seventh grade certificates." - Miss Marie McIver, Halifax County.

"White Oak will build before next school year. A site has been purchased by the patrons." - Mrs. Maggie Hester, Hoke County.

"Sixty pupils in rural schools got perfect attendance certificates." - Mrs. Laura J. A. King, Johnston County.

"The county-wide health campaign at Rocky Mount was a great success." - Mrs. C. F. Rich, Nash County.

"The rural schools of Pasquotank County held their first county commencement at the State Normal School May 9. The crowd which was estimated to be around 5000 could not begin to find space in the beautiful spacious auditorium." - Miss Telia L. Faulk, Pasquotank County.

"From sixty to one hundred children attended our Saturday games. Each saturday afternoon I have conducted with the help of a teacher what we call "Community Play Day." Besides having a large number of children, we have had several parents and I have found it convenient to have a parents' meeting after the games."

"In May several citizens mortgaged their property and borrowed from the bank in Zebulon $3,500.00. They had to do this as it is hard to raise money at this time of year. The parents have pledged this money and will pay those who borrowed the money in November. Zebulon has on hand at present $4,100.00. This is what they were required to raise. Other schools raised $704.00." - Mrs. P. B. Byrd, Wake County.

"We have raised $400.00 cash for a Rosenwald project at Pineville andhave secured additional pledges to the amount of $60.00. Our Rosenwald school club at Woodland pledges to have on hand, cash $300.00 by Monday night, June 9." - Mrs. F.O. Butler Mecklenburg,County.

"I visited forty-seven homes during the month. In these visits I made it a point to visit the homes of the children who completed the seventh grade this year to get the parents to see the importance of sending them to high school somewhere." Mrs. L. B. Yancey, Vance County.

"There were between 400 and 500 colored people vaccinated against typhoid fever. I assisted the physician with 300 of these as a part of my health work. .... A great storm swept thru Martin county in the early days of May. The Red Cross called upon me for assistance. We canvassed the town collecting many useful things. The Red Cross helped every family who suffered loss in the storm with clothes, food supplies and furniture." - Mrs. Mary S. Gray, Martin County.

Name	County	No. reached thru talks	Money raise
Mrs. R. A. Luton	Bertie	10,000	$3,500
Mrs. Katie M. Hart	Hertford	5,620	
Mr. J. P. Murfree	Duplin	3,350	
Mrs. Sara P. Wimberley	Perquimans	2,708	
Mrs. F. E. Biser	Green	2,550	125.0
Miss Annie E. Chesnutt	Cumberland	2,500	240.0

Mrs. Maude M. Kornegay	Wayne	2,200	
Mrs. Mary S. Gray	Martin	1,500	
Miss Mary M.Garnes	Warren	1,394	$333
Mrs. Maggie Hester	Hoke	1,325	
Mrs. Susie J. Wilson	Anson	1,075	$ 805
Miss Telia L. Faulk	Pasquotank	1,000	
Mrs.F.O. Butler	Mecklenburg	860	400
Mr. J. I. Kornegay	Sampson	790	
Miss Jennie L.Hill	Rockingham	520	
Miss Marie McIver	Halifax		5353
Mrs. P. L.Byrd	Wake		4804
Mrs. L.B.Yancey	Vance		45

ROSENWALD SCHOOLS

A new Rosenwald school costing $32,000.00 has just been completed at Tarboro. It is of brick construction. There are seven class rooms, offices and a good auditorium. This is a township school and both urban andrural children will be greatly benefited by it.

Mr. S. L. Smith, General Field Agent of The Julius Rosenwald Fund, was in North Carolina on the sixth, seventh and eighth of May. Rosenwald schoolhouses were inspected in Gaston, Mecklenburg, Guilford and Randolph counties. A dozen buildings all of which were very nice were visited. We are always glad to have Mr. Smith visit the State.

During the month of May we completed eight buildings containing twenty-nine class rooms at a cost of $82,200.00. Three buildings were in Harnett, the other five in Guilford, Anson, Wake, Martin and Alamance counties. The Rosenwald contribution was $7,600.00.

One hundred dollars was raised at the county commencement at Wilkesboro toward the completion of the new Rosenwald building at that place.

COUNTY TRAINING SCHOOLS

Applications for aid to establish county training schools have been received from Wilkes and Craven Counties. These will probably be organized this summer.

GENERAL

The African Methodist Episcopal Zion General Conference has endowed Livingstone College with $500,000.00.

Mr.G. H. Ferguson who has bee on leave of absence at Columbia University fo the college year is now back at his desk. His many friends throughout the State will be glad to welcome him.

Mr. W. A. Robinson who has been on leave of absence since February is once again on duty, ready to take up his work with added energy.

The American Missionary Association owns and operates three high schools in North Carolina - Bricks, Peabody Academy at Tr y and Kings Mountain Academy. Several months ago Doctor Brownlee, one of the secretaries of the Association asked the Division of Negro Education to make a thoro survey of the three schools andrecommend climinations or additions. The sur- v cy was made anda report submitted recommedning that one of the schools be turned over to the county for a county training schoo.. that one be continued asa high school for at least a few years, and that the third one be raised to a standard junior college within a few years with the ultimate goal ofmaking it a standard four year college.

The triangular group debates were held March 28. The three normal schools - Elizabeth City, Fayetteville and Slater, each won both sides. At the finals held April 18 at A.& T. College, Fayetteville won first place.

The senior class of the Reidsville High School raise $55.00 with which they purchaseda set of the World Books as their gift to the school library.

The promise for an unusually large attendance at th various summer schools isvery bright.

"Independence of the passing whim is indispensable in the educa - tion of everybody; which isthe same assaying that every person needs to be trained in a sence of duty." - Bode.

Statistics Negro High Schools 1924

Enrollment Accredited Public High Schools

	Boys	Girls	Total
First Year	473	637	1110
Second Year	330	464	794
Third Year	200	319	519
Fourth Year	91	180	271
	1094	1600	2694

Enrollment Nonaccredited Public High Schools

	Boys	Girls	Total
First Year	337	335	672
Second Year	79	81	260
Third Year	53	92	145
Fourth Year	16	12	28
	485	620	1105

Accredited Private High Schools

	Boys	Girls	Total
First Year	137	220	357
Second Year	97	167	264
Third Year	99	161	260
Fourth Year	125	154	279
	458	702	1160

Non-accredited Private High Schools

	Boys	Girls	Total
First Year	78	116	194
Second Year	41	68	109
Third Year	23	42	65
Fourth Year	25	49	74
	167	275	442

TOTALS

	Boys	Girls	Total
Accredited High Schools	1552	2302	3854
Non-accredited High Schools	652	895	1547
Grand Total	2204	3197	5401

NC248

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W.W.B. NOV 17 1924

PROGRESS LETTER

November
1924

"Whereto we have already attained, let us walk by the same rule, let us mind the same thing."
Bible.

Instead of the regular monthly Progress Letter it seems wise for us to substitute the following brief summary of the past year's work, which, in some instances, is compared with results of former years.

ROSENWALD WORK

The last inspection reports for the Rosenwald buildings for the year 1923-24 were sent to the central office on July 15. This has been by far the best year we have had so far as the number and quality of Rosenwald buildings are concerned. Most of the counties in the State availed themselves of this aid and the ninety-six completed buildings will mean much toward better schools for the colored people during the coming school year.

An interesting account of the Rosenwald work is contained in the Survey Graphic for September. The Negro Builds for Himself is the title of the article, which is written by Joseph K. Hart who fittingly calls his story "an episode in an epic of education."

More than seventy applications are already on file for next year.

Summary of Rosenwald
Schools of North Carolina
to July 15, 1924.

No. of buildings July, 1923-July, 1924 96
No. of buildings prior to July, 1923 328

Total 424

Cost of buildings July, 1923-July, 1924 .....$ 548,112.00
Cost of buildings prior to July, 1923 ..... 1,246,327.00

Total cost of buildings $1,794,439.00

Contributions

	Negroes	Whites	Public	Rosenwald	Total
July, 1923-1924	$ 85,388	20,560	360,593	81,571	548,112
Prior to July, '23	272,220	44,785	694,856	234,465	1,246,327
Total.....	$357,608	65,346	1055,449	316,036	1,794,439

Types

1923-1924	Prior to July, 1923	Total	Total Number Classrooms
One-teacher School	15	85	100	100
Two- " "	38	119	157	314
Three- " "	14	46	60	180
Four- " "	14	44	58	232
Five- " "	1	4	5	25
Six- " "	10	15	25	150
Seven- " "	2	2	4	28
Eight- " "	1	2	3	24
Nine- " "		1	1	9
Fourteen "		1	1	14
Total.....	95	319	414	1,076
Homes	1	9		
	96	328		

Summer School Facts - Session 1924.

The summer school facts are submitted under three classifications - approved, regular county and preparatory groups. The approved summer group includes those who hold Provisional Elementary certificates or higher. In other words, those who are registered in this group are standard high school graduates or the equivalent. In this group the enrollment was as follows: First session - enrolled 1,669, receiving credit 1,363; second session - enrolled 403, receiving credit 392; total - enrolled 2,072, receiving credit 1,755.

The regular county summer school includes those who hold Provisional B, Provisional A or One Year Temporary Certificates, or those who show three years of high school work or pass the entrance examination. The enrollment of this group was as follows: First session enrolled 1,453, receiving credit 1,315; second session - enrolled 167, receiving credit 160; Total - enrolled 1,620, receiving credit 1,475.

The teachers who held County Second Grade Certificates or no certificates and did not show three years of high school work or pass the entrance examination were placed in the preparatory group. The enrollment in this department was as follows: First session - enrolled 488, receiving credit 346; second session - enrolled 77, receiving credit 66; total - enrolled 565, receiving credit 412.

The financial statements show the following fac.

		Total Cost	Per capita cos
First Session	(Approved	$12,795.72	$9.32
	(County	12,158.35	6.26
Second Session	(Approved	3,752.00	14.32
	(County	1,450.00	5.95
Total	(Approved	16,547.72	10.12
	(County	13,608.35	6.23
Grand Total		30,156.07	7.89

The list of instructors shows the following facts:

		Number Instructors	Enrollment Per Instructor
First Session	(Approved	64	22
	(County	84	22
Second Session	(Approved	19	14
	(County	11	22
Total	(Approved	83	20
	(County	95	22
Grand Total		158	21

It is very encouraging to note that of the 2,679 teachers who held standard certificates during the session 1923-24, there were enrolled in the 1924 approved summer schools 2,072 or 77.3%. Of the 2,358 teachers who held non-standard certificates during the session 1923-24, there were enrolled in the 1924 county summer schools 2,185 or 93%. In other words, of the 5,037 teachers employed during the session 1923-24, there were enrolled in the 1924 summer schools 4,257 or 84.5%.

The lyceum course has proved to be an asset to the approved summer work. These programs have furnished both high class entertainment and cultural recreation. Some of the county summer schools have caught this spirit and have rendered very excellent programs during the summer session. Many of the directors and instructors have extended their vision of the summer school program far beyond the text book materials and routine duties of the class room.

The spirit of cooperation and the diligence in the performance of their duty both on the part of students and instructors has been unusually good during the session of 1924.

Summary Report of Summer Schools
1924

First Session

		Enrollment	Passing	Per Cent Passing	Cost	Per cap-cost	No. Instruc.	Enroll. per Ins.
Approved		1669	1363	81.6	$12,795	$7.67	64	22
County	(Regular	1453	1315	90.4	12,158	6.26	84	22
	(Prep.	488	346	70.9				
Total		3610	3024	83.8	24,954	6.91	128	22

Second Session

Approved		403	392	97.0	3,752	14.32	19	14
County	(Regular	167	155	92.0	1,450	5.99	11	22
	(Prep.	77	72	93.8				
Total		647	619	93.1	5,202	8.04	30	17
GRAND TOTAL		4257	3643	85.5	30,156	7.89	158	21

Summary of Jeanes Work

	1915-16	1920-21	1922-23	1923-24
1. No. Negro Schools in Counties	1046	1513	1304	1346
2. " " " Visited	910	1367	1276	1278
3. " visits made	3454	4767	4788	5315
4. Average length sch. term in mos.	5.27	6.3	6.5	6.2
5. No. Schools extending Terms	83	100	71	55
6. Average length extension in mos.	1		1.1	1.3
7. New buildings erected	34	59	71	76
8. Cost of these	25,482	151,247	430,277	268,498
9. No. buildings enlarged	32	36	45	33
10. Cost of same	4,816	13,147	26,259	19,335
11. No. good buildings in counties	621	882	827	861
12. No. very poor bldgs. " "	272	462	339	347
13. No. School buildings painted	159	389	444	439
14. No. buildings whitewashed	44	52	25	44
15. No. sanitary outhouses built	189	242	317	481
16. Schools using individual drinking cups	551	987	1,078	1,136
17. No. improvement leagues organized	477	550	589	669
18. Schools that have improved grounds	435	621	584	541
19. No. community meetings held	861	1,392	1,435	1,397
20. No. County meetings held	125	192	207	225
21. Estimated no. at meetings	65,659	98,329	107,549	218,863
22. No. Schools teaching cooking	107	219	135	145
23. " " " sewing	806	948	955	1,086
24. " " " sanitation	983	1,336	1,237	1,251
25. " " " gardening	205	200	410	119
26. " " " chair caning	175	199	---	247
27. " " " basketry	405	430	419	186
28. " " " shuck mattress making	246	---	423	136
29. " schools teaching rug mak.	84	60	--	97
30. " moonlight schools organized	243	110	21	2
31. " " " successful	238	110	21	2
32. Value labor given by Negroes to improve their schools	5,856	11314	12,022	14,200
33. Money raised by Negroes for school improvement	15,293	62,186	69,161	110,818

Accredited High Schools Added during 1924

Allen Home (Private) Buncombe County	Miss L. A. Bell,	Principal	Asheville
Princeville School (Public) Edgecombe County	W. A. Patillo	"	Tarboro
Lincoln Academy (Private) Gaston County	W. Edward Ricks	"	Kings Mt.
Hertford Co. Training School Hertford County (Public)	C. S. Brown	"	Winton
Kinston College (Private) Lenoir County	L. E. Rasberry	"	Kinston
Second Ward School (Public) Mecklenburg County	W. H. Stinson	"	Charlotte
Rich Square Institute (Private) Northampton County	W. S. Creecy	"	Rich Square
Burgaw Nor. & Ind. Inst. Pender County (Private)	C. F. Pope	"	Burgaw
J. C. Price H. S. (Public) Rowan County	L. H. Hall	"	Salisbury
Laurinburg Nor. & Ind. Inst. Scotland County	E. M. McDuffie	"	Laurinburg

Number accredited high schools added during 1924 10
Number accredited high schools previous to 1924 24

Total number 34

NOTE: Thirteen other schools, ten of which are public, will probably be added to the list in 1925.

Statistics Negro High Schools
1924

Enrollment Accredited Public High Schools

	Boys	Girls	Total
First Year	473	637	1110
Second Year	330	464	794
Third Year	200	319	519
Fourth Year	91	180	271
	1094	1600	2694

Enrollment non-accredited Public High Schools

	Boys	Girls	Total
First Year	337	335	672
Second Year	79	81	260
Third Year	53	92	145
Fourth Year	16	12	28
	485	520	1105

Accredited Private High Schools

	Boys	Girls	Total
First Year	137	220	357
Second Year	97	167	264
Third Year	99	161	260
Fourth Year	125	154	279
	458	702	1160

Non-accredited Private High Schools

	Boys	Girls	Total
First Year	78	116	194
Second Year	41	68	109
Third Year	23	42	65
Fourth Year	25	49	74
	157	275	442

TOTALS

	Boys	Girls	Total
Accredited High Schools	1552	2302	3854
Non-accredited High Schools	652	895	1547
Grand Total	2204	3197	5401

Chart showing the improvement of the certificates held by the Negro teachers during the last five year period.

Kind of Certificate	1919-20	Per Cent	1923-24	Per Cent
County Second Grade	2430	64.4	1089	21.62
Provisional B	25	.7	313	6.21
Provisional A	49	1.3	380	7.54
One Year Temporary	330	8.7	576	11.44
Provisional Elementary			102	2.03
Elementary B	674	17.9	1487	29.5
Elementary A			169	3.36
Prim. Gram. Grade C			521	10.34
Prim. Gram. Grade B	177	4.3	91	1.81
Prim. Gram. Grade A			17	.34
High School C			93	1.85
High School B	41	1.1	68	1.25
High School A			51	1.01
High School Principal	36	1	52	1.03
Supervisor	6	.2	4	.02
Vocational	11	.3	23	.46
Total	3779		5037	
Standard	945	24.9	2679	53.19
Non-standard	2834	75.1	2358	46.81

It is gratifying to observe that the number of standard teachers; i. e. those holding Provisional Elementary or higher certificates has increased from 945 to 2679 and the percentage has risen from 24.9 to 53.19 in the last five years. Correspondingly, the number of teachers who can not show four years of high school training, or the equivalent, has decreased from 2834 to 2358 and the percentage has gone down from 75.1 to 46.81.

Some of the County Training School faculties have made marked changes in the past five years in the types of certificates held. For example, the certificates held by members of the faculty for Pitt County Training School, session 1924-25, includes one High School Teacher Certificate, A class, one High School class C, one Special Vocational, one Provisional Vocational, two Grammar Grade class B, one Primary class B, and one Elementary class B. These certificates represent an average training of two or more years of college work.

Facts about County Training Schools

		1920-21	1923-24
1. Enrollment	(Elementary		6115
	(First Yr. H. S.		446
	(Second " " "	5111	156
	(Third " " "		67
	(Fourth " " "		40
	Total	5111	6824
2. Number of Teachers		129	176
3. Value of Land			$ 56,807
Value of Buildings			367,925
Value of Equipment			49,643
	Total		$474,375
4. Salaries			
General Education Board			$ 4,017
Slater Fund		$8,700	7,250
Smith-Hughes Fund		10,000	20,574
County Funds		46,653	102,231
	Total	$65,353	$134,072
5. Equipment			
General Education Board		$12,000	$8,388

Twenty-four counties now have organized and maintain county training schools. Of these, Berry O'Kelly (Wake County) and Hertford have been placed upon the accredited list, three others have four years of high school, four have three years, eight have two years, five have one year, while the remaining two offer as yet no high school training. These schools are becoming a center of influence in their respective counties, and from them there is going out an influence for better education, higher standards of living, and stronger ideals of citizenship. It is the purpose of the Negro Division to place in these schools only teachers holding state certificates.

State Normal Schools

Enrollment

	Year	Prep. Dept.	H. S. Dept.	Normal Dept.	Teachers
Slater	1919-20	109	126	0	25
	1923-24	0	432	35	40
Fayetteville	1919-20	360	81	0	11
	1923-24	284	387	15	22
Elizabeth City	1919-20	354	176	0	17
	1923-24	170	285	35	27
Durham	1919-20	(Private Institution)			
	1923-24	6	242	23	13

			Funds State		Funds Local	
		Value of Property	Bldgs.	Mainten-		G. E.
Slater	1919-20	$113,500		19,471	1,058	
	1923-24	489,138	86,500	40,000	6,418	1,447
Fayetteville	1919-20	75,000		23,000	2,000	
	1923-24	400,000	61,500	34,000	2,000	13,046
Elizabeth City	1919-20	91,500		13,016	3,541	
	1923-24	454,470	86,500	36,000	3,382	8,555
Durham	1919-20	(Private Institution)				
	1923-24	100,000	25,000	15,000		3,486

The Elizabeth City, Fayetteville and Slater State Normal Schools are all now completing building programs, the total cost being $469,000. These structures include:

a. Elizabeth City - Boys'dormitory, additions to girls' dormitory, new dining hall and cook room, boys' industrial building laundry and a cottage for the principal.

b. Fayetteville - Dining hall and cook room, home for principal and two married teachers, laundry and boys' industrial building.

c. Winston-Salem - Large administration building, home for the principal, laundry, home economics practice house, homes for teachers.

These buildings were all constructed under the direction of the Supervisor of Construction in the Division of Negro Education.

The Durham School came under State control since the meeting of the last General Assembly. It therefore had no funds for buildings this year.

"What I have written I have written." - Bible.

W.B. DEC 19 1924 NC 248

CONFERENCE ON NEGRO EDUCATION IN NORTH CAROLINA

SHAW UNIVERSITY, RALEIGH, N. C. NOV. 10, 1924

Introductory Statement by N. C. Newbold,
Director Division of Negro Education

1. Progress in Public Education in North Carolina. Within the past four years, including the present year, North Carolina has appropriated $2,200,000.00 for its higher institutions of learning for Negroes - four Normal Schools and the Agricultural and Technical College. These are actual appropriations for buildings, improvements and maintenance. It should be remembered that much of this is stilluused for secondary education, since all these schools must, for the present, maintain high school departments in whole or in part.

A building program of nearly a million dollars for the two year period, 1923 and 1924, is now being completed at these institutions. This includes dormitories, dining halls homes for principals, administration and class room buildings, shops, laundries, homes for faculty members, and the like.

Large additional building and improvement programs have been prepared for the Budget Commission to be presented in whole or in part by that body to the next General Assembly which meets in January, 1925. These requests will probably approximate the amount spent on these institutions in the past four years.

The salaries of Negro teachers in this quadrennium, 1921-1925, will be in excess of $7,000,000.00. New school buildings in cities, towns, and rural districts built in this period will exceed a total cost of $5,000,000.00. Other special purposes, such as supervision, summer schools, vocational education, county training and high schools, will add $750,000.00, making a total expenditure in the four-year period of approximately $15,000,000.00 of public funds on the Negro schools of the state.

This is more money than was spent on the whole public school system of North Carolina, including the State University and all other state institutions, in the decade 1895-1905. No four-year period prior to 1919 in the state's history used so large a sum on all the public schools, white and colored.

In this four year period the property value of the Negro Normal Schools has been increased from $280,000.00 to $1,500,000.00, and that of the Agricultural and Technical College from approximately $383,450.00 to $1,000,000.00.

The enrollment in the three Normal Schools four years ago was: Practice school 636, high school department 712, normal department 2. This year there are in the practice school 811, in the high school 1,316, and in the normal department 216.

In 1921 there were thirteen accredited high schools for Negroes in North Carolina. All of these except four were under private or church control. In 1922 the number was seventeen. In 1923 the number was twenty-four. Now there are thirty-four of which twelve are public high schools. Thirteen or more others are expected to be standardized by 1925. At this rate of increase there should be one hundred in five years - eighty of them public. The enrollment in standard high schools in 1921 was 750. The figures for this year are as follows: First year 1,467, second year 1,058, third year 779, fourth year 500. In the non-standard high schools there were enrolled last year: first year 866, second year 369, third year 210, fourth year 102. The total in both standard and non-standard schools is 5,351.

The number of teachers employed in the Negro public schools four years ago was 3,779. Their certificate rating was - standard 945, non-standard 2,834. Last year, 1923-24, 5,037 Negro teachers were employed, showing a gain in four years of 1,258 in numbers. The certificate rating of these was - standard 2,679, non-standard 2,358.

No phase of our work has shown more commendable growth and satisfaction than the rapid rise in the standard of teachers and teaching. This matter will be emphasized later in this statement.

Summer school attendance has grown in four years from 2,690 to 4,257. The work done in these schools has been made more definite and more thoro. Opportunity is given in the Normal Schools for twelve weeks' summer school study. The figures just given showing the enrollment indicate that the Negro teachers of North Carolina are determined to get training for their work. It is greatly to their credit that 84.5 per cent of all Negro teachers in the state attended summer schools this year. Of this number 362 were at Hampton Institute six to twelve weeks, and approximately one hundred others attended Columbia University, Chicago University and other similar institutions outside the state.

To July first this year, we had built 422 Rosenwald schools, including ten teachers' homes, at a total cost of $1,794,438.00. Since that date to November first we had added eleven schools at an approximate cost of $47,850.00, making a grand total of $1,842,288.00. Of this total cost, $1,103,389.00 was from public school funds; $363,218.00 was contributed by Negro people themselves; $51,745.00 was contributed by white people; and $323,936.00 was contributed by Mr. Rosenwald. This program is still going strong in our State. It requires all the time of two members of the Division of Negro Education to keep in touch with the various projects throughout the state.

Time forbids extended comment on this wonderfully stimulating and encouraging portion of our state work. We must pause long enough in this hurried recital of work accomplished to say that the Rosenwald school building program has brought cheer and hope to thousands of Negro people, some of whom had well-nigh lost hope. It has also gladdened the hearts of conscientious county superintendents, who. thru the use of Mr. Rosenwald's benefaction, have been able to get respectable schools for the colored children under their supervision, whereas without this aid they might not have been able to do anything now to improve wretched conditions.

The activities of the Jeanes county supervisors have produced increasingly useful results in the four year period since 1920. In that year these workers reached in their various groups and county meetings 98,329 people. Last year, 1923-24, they held approximately the same number of group and county-wide conferences, but the attendance increased to 218,863, or more than doubled in the four year period. This indicates the rapidly increasing interest among the Negro people in their schools and in better living conditions. In 1920 Jeanes supervisors raised among their own people in cash and labor for school improvement $74,500.00. Last year the amount was $124,818.00, or nearly double the amount four years ago. This is nearly three times the total amount of salaries paid all Jeanes teachers.

The splendid work being done by these supervisors is too well known generally to need further comment at this time. This year there are forty supervisors working in forty-one counties of the state. They are reaching about seventy-five per cent of the Negro schools in the state.

2. Private schools for Negroes. For several years there has been helpful cooperation between the public and the private schools in North Carolina. This has been a conscious and all intentional cooperation. I believe this friendliness has been helpful to each of the two types of schools separately, and to the whole program of Negro education in the state. Both public and private schools have made progress in recent years. However, by reason of large state appropriations, the state institutions of higher education have outdistanced the private schools, particularly in the matter of new buildings, equipment, and salaries paid to the instructors.

It is now true, therefore, that many of the best private schools are handicapped for lack of sufficient funds. In their present condition these schools have the genuine interest and good will of the State Department of Education, and we have an earnest desire to help. Two or three joint conferences between officials of the Department and the heads of these institutions have been held. Each has convinced the other of sincerity of purpose and of a desire to promote the common cause.

As a concrete illustration of the state's desire to help the private schools, I wish to quote here a letter written some time ago to a wealthy citizen of New York. The principal of one of the private schools believed the New Yorker referred to was interested in North Carolina and he requested us to write to him in behalf of the school in question. The letter is as follows:

August 5, 1924.

Dear Sir:

The purpose of this letter is to bring to your attention the situation which exists in the church and private Negro schools in North Carolina. At the present time these schools, many of them, are embarrassed because of the fact that the state has in the past four years appropriated considerable sums of money to develop the normal schools and the Agricultural and Technical College for Negroes. By reason of this rapid state development the church and private schools find it difficult to keep their best instructors, to provide new buildings and equipment, and to keep their institutions up to the standard being set by the State. Ten years ago conditions were exactly the reverse. The public institutions were in a very bad plight at that time. Now, because the private institutions have rendered such fine service to the cause of education and particularly to the Negro race in this state, I, as a public official of the State of North Carolina, and others in the State's employ, dislike to see these schools suffer at a time when their services are still needed. I am referring principally to the higher institutions and not to the many small struggling schools. Consequently, I have begun an effort to secure funds from several different sources to help build up the private schools so that they may be able to maintain their position of influence and of service in our commonwealth. We are organizing a campaign in the hope aid may be secured from the following four definite sources:

1. From the Negroes themselves representing the various schools.

2. From the boards of control which own and operate these schools, mostly northern church organizations or private boards in the North and South.

3. From the General Education Board of New York.

4. From private individuals, or groups of individuals, who may become interested in certain of these schools.

One of the schools known as Johnson C. Smith University of Charlotte has in the last year or two received considerable aid from Mrs. Johnson C. Smith, a wealthy Northern lady. She is, as it were, taking that institution as a project and is helping to develop it along the lines which it should grow.

This hurried sketch will give you, I hope, the plans we have in mind to aid worthy independent schools to continue to live and to serve the Negro race and the State of North Carolina, as well as the country as a whole.

Please let me say, therefore, pointedly, I am writing you in the hope you may become interested in one or more of these institutions to the extent that you will contribute sufficiently to help them get on their feet and move forward with assurance.

By reason of your frequent visits to_____ County, North Carolina, I assume you are more or less acquainted with the _____ in _____County. Recently the counties surrounding this institution have agreed to build a public school nearby which will take care of all the elementary school children, thus leaving the_____school to concentrate its efforts upon the high school department and to develop a junior college with the idea of training teachers and furnishing leaders in agriculture and other fields of endeavor.

If you are interested at all in this matter and wish additional information, I shall be glad to furnish it if I can. I am quite sure you have numbers of requests from all sorts of people to aid all sorts of projects. I am willing to let this one stand on its own merits and that it shall appeal to you on the basis of real service to humanity.

With best wishes, I am

Very sincerely yours,

N. C. Newbold,
Director.

As has already been stated, these private schools have rendered the Negro people and the State service that can not be forgotten; they are still needed and will be for many years to come.

According to estimates by the heads of ten of these institutions they have a property value in excess of $3,000,000. Aside from the service these schools render to the cause of education, this is sufficient property to deserve continuation.

Four years ago our General Assembly appropriated $15,000.00 annually for the purpose of conducting teacher training classes in the private Negro schools. At the present time directors of teacher training paid by the State of North Carolina are working in ten of these schools. We are getting splendid results from this experiment - about fifteen to twenty per cent of the new teachers needed in the elementary schools, and all that are being trained for high school positions, are getting their training in the private schools under this plan.

3. A Four Year Standard State Teachers College for Negroes. There has been discussion among us for the past few years on this subject. The need for such an institution is becoming more and more insistent. At the present time the State does not own an institution of sufficiently high grade to train its own principals and teachers in high schools and for the normal schools. We can not expect to continue to draw these from outside the state, nor that the private schools such as Shaw University, Johnson C. Smith University, Livingstone College and others shall perform this service for the public institutions of the State.

Public opinion in the State, among the legislators and state officials, seems to favor the establishment of such an institution now. It is confidently expected that favorable action on this matter will be taken at the next session of our General Assembly which meets in January, 1925.

Apparently our people of both races believe so thoroly in the early successful issue of this project there is some newspaper discussion concerning it, and three of our progressive, prosperous urban communities are bidding for its location. This discussion centers around Winston-Salem, Greensboro and Durham.

In addition to the matter of location, there is also some discussion about the type of institution or institutions to be established. Shall all higher college education for Negroes be confined to one institution - Agricultural, Industrial, Technical, Teacher Training, Liberal Arts, and the like; or shall there be two or three institutions for the different types of education, just as is now true of the institutions for the higher education of white people in North Carolina?

In answer to this question you will probably appreciate the opinion held at present by the Division of Negro Education. You will please note that I have used the word opinion and limited that to our present understanding of this important matter. We do not claim finality nor infallibility in dealing with this question. This explanation is not intended, please be assured, to weaken or minimize our present conviction and best judgment as to what is the best solution to work for.

First. The Agricultural and Technical College at Greensboro. This institution has already developed standard courses of study in its particular field. It has not physical plant and equipment adequate to offer standard college courses in agriculture, engineering and in other industrial and technical fields, to train men for leadership in the industrial and commercial and business life of the state. This institution in my judgment should be fully supported and developed by the State to the end that it may render to the Negro people of North Carolina the same sort of service, and do this as effectively and as thoroly, as the State A. and E. College at Raleigh may serve the white race.

Second. A Four Year Standard Teachers College. The Slater State Normal School at Winston-Salem has for several years, under the direction of its board of trustees and the State Department of Education, been definitely shaping its plans and policies to become a standard teachers' college. It now has met the eseential requirements. It has physical plant, apparatus and equipment, it has a highly trained faculty, and it has now nearly one hundred students (ninety to be exact) in the present normal department classes; that is, in classes above high school doing the equivalent of two years of college work. This school is now ready to begin functioning as a standard college. The attendance in the normal department is more than double the enrollment a year ago. If the General Assembly expands this school into a college next spring, it can begin the next session, September, 1925, with at least 150 students in the college classes, and it will probably be possible to add both the third and fourth years of college work at that time.

In a very few years this college would in all probability develop into an institution for the Negro race similar to the North Carolina College for Women for the white race at Greensboro.

Third. A Four-Year Standard Liberal Arts College. A little more than a year ago the state purchased the school formerly known as the National Training School at Durham. This institution is now known as the Durham State Normal School At the present time this school has a very limited plant and equipment, but as nearly as possible under these handicaps, it is functioning as a standard normal school. The General Assembly will be asked to make liberal provision for new buildings and equipment, and it is hoped that in two to four years this institution will be developed into a thoroly modern plant for the service of the State.

By the time the physical plant is built up and equipped and the enrollment increased, a new need of the Negro race in North Carolina will be making itself felt among both Negroes and white people of the state. Unquestionably, in my judgment, both as a matter of justice to the Negro people, as well as a matter of self protection, the white people of this state will provide an opportunity for the training of Negro doctors, nurses, lawyers, commercial and business leaders, in some such way as it is offering such training to the white youth of the state at the State University.

When the Durham State Normal School, therefore, gets itself ready in physical plant and equipment, faculty and student body, for the establishment of a liberal arts college for Negroes, I venture the prediction that the State of North Carolina will be ready to meet this additional need and build such a college at Durham.

It should be said here in passing that all three of the towns mentioned in connection with Negro colleges; viz., Winston-Salem, Greensboro and Durham are actively interested in securing these institutions for their respective communities.

It might be profitable to close this paper here since the three main topics of this conferences have been briefly outlined. However, there are three pressing needs in public education for Negroes in North Carolina which should be emphasized in this conference. Two of these can be briefly stated and dismissed for the present. The third will require fuller discussion.

First. A Larger Type of Rural School. We ought to begin to restrict the use of the Rosenwald Fund to the building of larger rural schools, as far as possible. Under plans recently adopted a standard elementary school in North Carolina requires a minimum of seven teachers, which means a school of at least seven class rooms. At least a few centers in each county should be decided upon where larger Negro schools may be built and the smaller outgrown shacks discarded. The building of too many new small schools will forestall, for years perhaps, the natural easy grouping into larger centers.

Second. A Four-year Standard College. The urgent need for such an institution to train high school teachers and principals has already been discussed. It is only mentioned here by way of emphasis as one of the three outstanding present needs.

Third. Better Trained Teachers. Under the first topic in this paper - Progress in Public Education in North Carolina - it was shown that the State is making fairly satisfactory progress in training teachers for its Negro schools. I ask your interest in a further discussion of this subject.

To begin with, I wish to call your attention to the views of two well educated, well informed influential white men, one a North Carolinian, the other a citizen of a Northern state. The North Carolina man said his local school board, of which he is chairman, had decided to offer only the first two years of high school education to the Negroes in their town. He said that was all they needed and wanted at this time, in fact that this is all they can use to advantage. He thought the state law requiring equal school opportunities for each race did not apply at this time. "The Negroes," said he, "are not prepared for it. It would be useless to attempt it." When asked how the Negro teachers could hope to meet the certification requirements of the state without high schools, normal schools and the like, he said, "You know they are not held up to the same standard as the whites, you have to <u>wink</u> at their <u>lack</u> of preparation."

The Northern friend asked why, in the present stage of the Negro people's development, we do not abandon our Normal School plans, lower the standard in these schools, and undertake the training of large numbers of teachers on possibly the <u>second, third</u> and fourth year high school levels, and soon fill our Negro schools with teachers, most of whom would hold certificates below the lowest state standard - Elementary B.

These two opinions expressed by men living in widely separated areas extending all the way from Dixie to Yankeeland, are very similar. Reduced to their lowest terms, their ideas agree. It will not be necessary for me to point out just what they meant to say. That is well understood by this audience. Later discussion may disprove their view.

Are our plans and standards for training Negro teachers pitched upon too high a plane? Are our Negro people incapable of attaining those standards? Must we plan for two standards of teacher-training, one for white teachers based upon present and increasing standards and one for Negroes on a lower level for all types of certificates?

What are the facts? and what is the trend? The exact facts and the direction in which we are going ought to furnish an answer to the questions raised:

1. Four years ago there were no definitely organized courses offered for training teachers in our Normal Schools above the high school level. Such courses above high school were offered for the first time in the fall of 1921. The enrollment in the two-year normal courses averaged fewer than a hundred the last three years in all the normal schools. This year the enrollment has already reached 216, more than double the average for the past three years. Nearly one hundred of these will graduate next June with Primary or Grammar Grade B Certificates.

2. Of the 216 enrolled in the normal departments now, fifty-one are former teachers, having taught from one to ten years. These have entered the normal schools on examination, on summer school credits, or on previous high school or normal school training.

In addition, fifty-nine former teachers are now enrolled in the high school departments of the normal schools, making a total of 110 former teachers enrolled this year in these institutions.

3. In teacher-training departments in ten private schools there are enrolled this year 348. Of this number 255 are in the high school, and 93 in the college. There is one teacher training unit one year above high school with 25 enrolled.

4. Our towns and cities draw heavily upon Fisk, Howard, Wilberforce, Lincoln, Hampton, Tuskegee, Atlanta and other institutions. Approximately 75 from these sources entered our public schools this fall.

The question may be raised that the State cannot claim credit for training these teachers, which is true. But it must be admitted this is a substantial source of help until we can develop sufficient momentum in our own higher institutions to train most of our teachers. Even then, however, the doors will be open and a welcome given to all who are qualified in mind and heart, no matter from whence they come.

5. Nearly 6,000 were enrolled in Negro high schools last year. At least that many are in high schools this year. Approximately 750 will graduate from the fourth year of high schoo next spring. We can count upon 200 of these taking summer school work next year, securing Elementary B Certificates, and beginning teaching next fall. Most of these, together with perhaps a hundred or more from the teacher training department in private schools and high school departments in normal schools, will go into the rural schools. These will go a long way toward meeting the demand for new or beginning teachers in this field.

6. Probably 1,000 Negro teachers will do this school year extension work to the value of three hours of summer school credit. Then by doing summer school work next year when they can make either seven or fourteen hours, according to whether they attend six or twelve weeks, and then more extension work next winter, and so on by gradual accretions they advance their certificate rating, increase their salaries and make themselves more efficient at the same time.

7. Of 5,037 teachers last year, 4,257 attended summer schools the past summer that means eighty-four out of each hundred. It is remarkable that the Negro teachers are willing and glad to make the necessary sacrifice in time and money to fit themselves for teaching.

8. Four years ago the number of teachers holding standard rating was 945, fewer than 1,000. This was 24.9 per cent of all teachers then in service. Now the number holding standard certificates is 2,679, nearly three times as many as only four years ago.

The percentage of the total who hold standard certificates is now 53.19 of the whole number. It will be noted, therefore, that more than one-half of the whole number already holds standard state certificates. Moreover. it is true that an additional 25.19 per cent of the total number, 1,247 teachers, hold Provisional certificates and One-year Temporary. These teachers have had one to four years of non-standard high school training, or its equivalent. At the present time only 21.62 per cent of the teachers have county second grade certificates. This number has been reduced in four years from 2,430, or 64.4 per cent, which is a decrease in the number of these low grade teachers of more than 200 per ent since 1920. It is apparent, therefore, that our teacher-training machinery may provide teachers as follows:

1. The normal schools, the private colleges in which we have teacher-training departments, and the colleges and universities outside the state will furnish us 150 to 200 teachers with from two to four years of college training. These will go mainly into the city schools, high schools and county training schools.

2. Standard high schools, including high school departments in normal schools, private high schools in which we have teacher-training under state direction will supply 250 to 300 teachers with four years of standard high school training.

3. Another 100 or more will be added to those holding standard state certificates by state examination, additional summer school credits and extension work.

4. Many of the 1,247 who have credit for considerable non-standard high school training or its equivalent will return to high school and to the long term summer schools for standard training.

To summarize: 1. It is certain -

a. That more than half our Negro teachers now have standard state certificates.

b. That we shall have 150 or more trained on two and four year college levels next year.

c. That we may expect 250 or more others with standard high school plus summer school training.

d. That about 100 others will come in thru examination, summer school and extension work.

e. That 2,000 now holding standard certificates will advance their rating by summer school work next summer.

2. It will be possible them -

a. To continue our teacher training program on present levels, rapidly increasing the annual output from all high schools, normal schools and colleges.

b. To do intensive summer school work with the 46.81 per cent now below state standard. These will rapidly decrease in numbers and in percentage of the whole.

c. To speed up our whole program - high schools, normal schools, private schools, summer schools, colleges, extension work, and thus -

d. To reduce in five years the number of non standard teachers in a much larger ratio than for the past five, viz:

1920 - 75.1% were non standard
1924 - 46.81% were non standard
1929 - Reduced to 15 or as low as 10% non standard

This statement may or may not answer to your satisfaction the questions: Is our teacher training program for Negroes pitched upon too high a plane? Are the Negro people capable of attaining the standards set up.

Some one may raise another question. Is there a demand in the State for better trained Negro teachers? Is the elaborate teacher training program now going forward working without end or aim?

To get an authoritative answer to these questions, we sent out a letter the afternoon of November 5 - five days ago - to about seventy-five county and city superintendents in North Carolina reading as follows:

"We want to get an answer to the question: Is there a real demand in North Carolina towns, cities and counties for better trained Negro teachers? (a) By the school officials? (b) By the Negroes themselves? We will appreciate the exact facts as to the Negro schools under your supervision. Write confidentially if you prefer. We will not abuse your confidence."

Within three days we had forty replies. On the fourth day eleven other replies came, making fifty-one inside of four days. Some of the inquiries went as far west as Asheville and as far east as Elizabeth City, New Bern and Wilmington.

Ninety-five per cent of the answers are about as follows: "With the strongest emphasis I can answer your question in the affirmative." (R.E.S.) "I wish to say that I feel greatly the need for a Teachers College for Negroes.... If it were possible for me to employ teachers who have had at least two years of Normal School, I would make it an iron-bound rule not to recommend any applicants with less than two years of this training. For the high school I would certainly choose four-year college graduates." (H.F.S.) "We make just as great effort to get the best trained teachers available for our colored schools as we do for the white schools." (H.P.H.) "There certainly is a demand on the part of school officials and the Negroes themselves for better trained teacher." (T.R.F.)

There is no need to continue these quotations. The fifty-one superintendents who were so prompt to reply, and their promptness is an indication of genuine interest in the subject, represent a cross section of North Carolina public opinion that is emphatically and unmistakably in favor of better training for Negro teachers.

Before I conclude I must answer one more question: Are the Negro people in North Carolina themselves capable of attaining the comparatively high standards which have been set up? If so, can they maintain themselves on that high plane and articulate themselves, as it were, into the scheme of our ongoing civilization?

The answer to this interrogation must be brief and more or less dogmatic. If you should go out into our rural sections and talk with superintendents, members of school board and other citizens about the Negro people, you would get from most of them the same statement. They would tell you about the good qualities of the Negroes among them, their neighbors - most of them - would finally say to you; "The Negroes in this community are better than you will find almost anywhere else." If you should go into the villages and towns and cities of the State you would hear the same refrain: "But you must remember we have a better type of Negroes than other places have."

I have heard this story from the mountains to the sea, and from Virginia to South Carolina. (That takes in about all of North Carolina, you know.) In all probability you would hear the same stories in other states of the South.

However, as you have perhaps heard North Carolina claims <u>first place</u> in a good many matters. Why should she not claim one thing more? That her Negro people are exceptional; that they have advanced beyond others in character, standards of living, education and are now prepared to meet the same educational requirements as their white neighbors. North Carolina has faith in her Negro people. She spends millions upon their education and she believes there should be one standard for teachers, and not two.

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DIVISION OF NEGRO EDUCATION

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G. H. FERGUSON, ASSISTANT DIRECTOR
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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

PROGRESS LETTER W.W.B. JAN 28 1925 0

"That it may contribute to real civic intelligence the school, away down in the elementary grades, should begin to teach the nature of the cooperative functions of society."
Lewis: Democracy's High School.

Miscellaneous

Palmer Memorial School at Sedalia, of which Mrs. C. H. Brown is principal, has recently been made a gift of $75,000.00 by Mr. and Mrs. Galen Stone of Boston on condition that a like amount be secured from other sources.

The Forty Million Dollar Educational Foundation established by Mr. J. B. Duke included, among other Negro interests, a donation amounting to an endowment of about one and a half million dollars for Johnson C. Smith University of Charlotte, of which Doctor H. L. McCrorey is president. This should make Johnson C. Smith the most heavily endowed Negro college south of Washington.

The North Carolina Athletic Conference held its annual meeting at Livingstone College, Salisbury, January 10. Among other things accomplished, the schools of the State were divided into two groups for the 1925 foot ball season, the first group to include Shaw University, Johnson C. Smith University, Livingstone College, A. & T. College, Bennett College and Durham State Normal School, and the second group to include all the other schools of the Conference. This division equalizes to some extent the strength of the schools in foot ball.

Mr. L. A. Oxley formerly of St. Augustine's School, has been appointed state director of Charities and Public Welfare among Negroes. Mr. Oxley's appointment comes thru Mrs. Kate Burr Johnson who is State Commissioner of Charities and Public Welfare.

The Cosmopolitan Club of Columbia University with headquarters in the New National House has elected to its membership Mr. W. M. Cooper and Mr. J. W. Seabrook, both of North Carolina.

Rosenwald Work

Summary of Buildings Completed July 1, 1924 - January 1, 1925.

Types	Buildings			Total Cost	Contributions			
	Homes	School-houses	Additions		Negroes	Whites	County	J.R.F.
83	2	32	2	$158,842	19,210	2,500	109,652	27,500

GRAND TOTAL to January 1, 1925.

Buildings	458
Schoolhouses	446
Homes	12
Classrooms	1,162
Total Cost	$1,953,280

Contributions

Negroes	376,868
Whites	53,345
Public	1,179,531
J. R. Fund	343,546

Average cost of all buildings	4,254
Cost of schoolhouses	1,905,138
Average cost of schoolhouses	4,271
Cost of teachers' homes	48,142
Average cost of teachers' homes	4,011

Percentage Analysis

Negroes	19.2%
Whites	2.7%
Public	61.3%
J. R. Fund	17.6%

Types

Ones	10[illegible]
Twos	170
Threes	6[illegible]
Fours	6[illegible]
Fives	[illegible]
Sixes	[illegible]
Sevens	[illegible]
Eights	[illegible]
Nines	[illegible]
Fourteens	[illegible]
	446

Since July 1, 1924, we have received and approved

92 applications
60 inspected
43 received payments
36 completed & paid for

	Number	Cost	Average
Ones	103	$180,182.00	$ 1,750.00
Twos	170	489,739.00	2,881.00
Threes	68	269,270.00	3,960.00
Fours	63	343,231.00	5,449.00
Fives	8	71,612.00	8,952.00
Sixes	24	327,395.00	13,641.00
Sevens	3	32,550.00	10,850.00
Eights	5	97,714.00	19,143.00
Nines	1	37,975.00	37,975.00
Fourteens	1	50,000.00	50,000.00
Homes	12	48,142.00	4,012.00

Plan #20 has been built in North Carolina, brick construction, for $4,200.00, plan #400 for $6,300.00, plan #6 A for $12,000.00.

Table Showing the Enrollment in the High School Departments of the County Training Schools

	1921	1922	1923	1924
First Year	168	157	312	436
Second Year	64	96	137	262
Third Year	21	35	67	103
Fourth Year	20	16	40	61
TOTAL	273	304	556	862

Table Showing the number and Types of High School Departments in the County Training Schools

	1921	1922	1923	1924
No. High Schools	3	3	2	2
One-Year High Schools	6	6	5	3
Two-Year High Schools	5	6	9	11
Three-Year High Schools	3	3	3	2
Four-Year High Schools	4	4	5	9
TOTAL	21	25	24	27

Out of a total of twenty-seven County Training Schools, nineteen teach Vocational Agriculture and seventeen teach Domestic Science.

Jeanes Work

County	Teacher	No. Reached thru Talks	Money for *Seals	Other Funds
Mecklenburg	Mrs. F. C. Butler	5,000		
Wayne	Mrs. Maude Kornegay	4,000	$385.18	
Rowan	Mrs. Sujette L. Smith	2,500		
Warren	Miss Mary M. Garnes	2,000	205.00	$346.36
Wake	Mrs. P. L. Byrd	2,000		
Greene	Mrs. V. L. Hines	1,671		289.00
Vance	Mrs. L. B. Yancey	1,600		585.00
Martin	Mrs. Mary S. Gray	1,525		275.00
Anson	Mrs. Susie J. Wilson	1,500	50.00	
Bertie	Mrs. R. A. Luton	1,200		2,000.00
New Hanover	Mrs. S. A. Wilson	1,189		
Hoke	Mrs. Maggie Hester	1,000		25.00
Duplin	Mrs. Mamie L. Turner	948		111.25
Pasquotank	Miss Telia L. Faulk	900		
Cleveland	Miss Helen Escridge	900		170.00
Nash	Mrs. C. F. Rich	800		
Harnett	Miss Lucy R. Saunders	750		225.00
Perquimans	Mrs. Sara P. Wimberley	726		
Edgecombe	Mrs. Carrie L. Battle	696	150.00	1,240.00
Person	Miss Pearl E. Hoover	601	94.00	594.00
Halifax	Miss Marie McIver	500		106.00
Northampton	Mrs. Sara W. Randolph	500		129.00
Guilford	Mrs. M. C. Falkener	480		142.00
Craven	Mrs. Mary S. Wynn	421		32.45
Hertford	Mrs. Katie M. Hart	300		
Caswell	Mrs. Bertha M. Vincent		66.83	114.00
Forsyth	Miss Dollye Patterson			78.00
Johnston	Mrs. Laura J. A.King			51.00
Total		33,707	$951.01	$6,531.06

Note: The figures shown do not represent total receipts from seal sale. Many teachers are waiting until they get total retu to submit report.

*Red Cross Christmas seals

Extracts from Jeanes Reports

"We are using the Modern Health Crusades to encourage the juveniles to be responsible for some part of the work. We have the girls who take lessons in cooking to make cakes and candy which we sell at the club meetings." - Mrs. R. A. Luton, Bertie County.

"Thru the efforts of the Epworth teachers, a cooking stove was placed in the school in time to be used in making preparations for their last entertainment." - Mrs. Mary S. Wynn, Craven County.

"Number of parents' meetings held during the month - 36. Number present 406. These meetings were held for the purpose of raising money for kitchen equipment." - Mrs. Carrie Battle, Edgecombe County.

"Mrs. Bowman Gray gave me about 150 dolls, 105 bags of marbles and a huge box of candy. These were distributed in the most remote districts." ..... "Bellevue school children, teachers and Parent Teachers' Associations have purchased a very handsome piano." - Miss Dollye B. Patterson, Forsyth Co.

"All the poor people of the county reported by the teachers were given toys, wearing apparel, books, etc. Christmas Eve was spent in filling baskets for them." - Mrs. M. C. Falkener, Guilford County.

"Our teachers are organized into a unit for the extension study course that is now offered by the State. This work is in charge of Miss Lena Smith of the faculty of the State Normal School, Fayetteville. She has given two very helpful lessons." - Mrs. Laura J. A. King, Johnston County.

"During the month I have organized three nutrition classes, numbering twenty-seven pupils in all." Mrs. Mary S. Gray, Martin County.

"We have organized six nutrition classes. The children enjoyed making health posters and planning menus." Mrs. Annie Gaston, Moore County.

"Before the holidays I visited every school in my county. We have an attendance contest, as well as a contest for the best kept school house and grounds." - Mrs. Sujette L. Smith, Rowan County.

"On the 10th of January a county-wide meeting will be held for the Wake County teachers, parents, committeemen and interested friends. The object of the meeting is to bring about closer cooperation between parents and teachers, to illustrate contest work for the group and county commencements, and to stimulate interest for educational work." - Mrs. P. L. Byrd, Wake County.

"Middle Sound school was presented with 150 books for library and money with which to purchase stools for domestic science room." - Mrs. S. A. Wilson, New Hanover Co.

"At a special meeting held at the County Training School, December 7, Mr. W. A. Robinson of Raleigh was present and made a wonderful address. The reports were secured from the girls who were given $1.00 on last April and who entered the contest for a gold watch. More than $100.00 was reported. The girl who won the gold watch had increased her $1.00 to $20.00." - Miss Mary M. Garnes - Warren County.

"In simple fairness a truly democratic school must open its doors of opportunity as wide to the future artisan, artist, merchant, and farmer as it does to the future doctor, lawyer, preacher, and teacher." - Lewis: Democracy's High School.

NC 248

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F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

March, 1925.

W.W.B. MAY 19 1925
I FPB

"Beware of prejudice; light is good in whatsoever lamp it is burning. A rose is beautiful in whatsoever garden it may bloom. A star has the same radiance whether it shines from the East or from the West." - Abdul Baha.
From Good Will by Interracial Commission.

Facts as to Certificates Held by County Training School Faculties

Provisional Elementary	6
Elementary B	47
Elementary A	28
Primary, Grammar Grade, High School C	43
Primary, Grammar Grade, High School B	26
Primary, Grammar Grade, High School A	13
Principals	14
Vocational	22
County Second Grade	1
Provisional	2
Temporary	3
No certificate issued at time report rendered	2
Failed to indicate type certificate held	2
	209

The improvement which is shown in the certificates held by County Training School faculties is most encouraging. By equating these certificates into their equivalents of training, it will be found that the average training of a member of the County Training School faculties would be 5.67 years above the elementary school. In other words, if the training of all was reduced to an average, it would mean that every faculty member had had one and two-thirds years of college or normal training. Only a few years ago a large number of these faculties was holding certificates which would be equivalent to much less than high school graduation. This year we are proud to say that out of 208 teachers reported as workers in the County Training Schools, only six hold certificates lower than standard grade. We are quite sure that some of these were employed as emergency teachers after the beginning of the year.

Rosenwald Work

A teacher's home has recently been completed at Sylva in Jackson County. The school plant here is one of the most complete that we have anywhere in the State. All of the colored children of Jackson County are taken care of in this one school, a truck being used to bring in a part of them.

Superintendent Hall of Gaston County has a most excellent six-room building at Lincoln Academy which he has named Mildred Wellmon in honor of a former Jeanes teacher of his county. While supervisor there she did a most excellent work for the colored schools of the county.

The corner stone of a six-teacher brick building at Snow Hill was laid on March 27. Messrs. Newbold, Hufty and Credle of the State Department were present.

The Julius Rosenwald budget for next year has been announced. North Carolina was allotted $73,500.00 with which to carry on her building program. This is a larger appropriation than was received at the beginning of last year. We are hoping to use most of this in the building of just a little larger type of building than we have heretofore constructed.

Our 1924-25 budget was exhausted some time ago. Recently Mr. Rosenwald kindly allotted us an additional $3,000.00 with which to take care of completed buildings in urgent need of funds. We appropriated this money for buildings at Snow Hill and at Clinton.

Jeanes Work

The county has purchased a car for the supervisor. Miss Shellie Simuel, Currituck County.

We raised $50.00 in our county-wide meeting to help purchase a car for the supervisor. Mrs. Mamie L. Turner, Duplin County.

In order that the National Negro Health Week might be observed fully, several schools have made health posters. Miss Martha L. Streator, Gaston County.

We have received books from the Lend a Hand Book Mission for seven schools. The Parent Teachers Association at the Peahill School has purchased a very nice piano. Miss Marie McIver, Halifax County.

Dr. Davis, colored dentist in our county, gave a talk on the teeth at the Piney Grove contest. He has consented to visit the schools with me and give lectures whenever it is possible. Mrs. M. A. C. Holliday, Iredell Cou

The county has taken care of all the garage work on my car and furnished a large percentage of the gasolene used. Mrs. L. J. A. King, Johnston Coun

We added quilt making to our industrial program this year.
Mrs. F. O. Butler, Mecklenburg Co

		No. Reached thru Talks	Amount for Schools	Xmas Seals
Total from beginning of school year to March		212,643	$36,574.07	$4,850.00
	March			
County	Jeanes Teacher			
Pitt	Mr. C. R. Whitfield	4,000		
Warren	Miss Mary M. Garnes	3,000	313.44	
Johnston	Mrs. Laura J. A. King	3,000	219.00	
Perquimans	Mrs. Sarah P. Wimberley	2,504	76.50	
Person	Mrs. Pearl Hoover Pittman	2,533	102.70	
Martin	Mrs. Mary S. Gray	2,300	93.00	
Wayne	Mrs. Maude Kornegay	2,000	100.00	
Edgecombe	Mrs. Carrie L. Battle	1,951	233.28	
Bertie	Mrs. Rachel Luton	1,650	868.72	
Robeson	Miss Ethel Thompson	1,620	342.00	
Iredell	Mrs. M. A. C. Holliday	1,600	100.00	
Vance	Mrs. L. B. Yancey	1,600	87.00	
Greene	Mrs. F. E. Biser	1,475	500.00	
Wake	Mrs. P. L. Byrd	1,000	525.10	
Mecklenburg	Mrs. F. O. Butler	1,200		
Moore	Mrs. Annie Gaston	1,384	214.95	
Northampton	Mrs. Sara W. Randolph	1,000	290.81	
Cleveland	Miss Helen Escridge	954	40.00	
Sampson	Mr. J. I. Kornegay	940	110.00	
Duplin	Mrs. Mamie Turner	917	83.50	
Harnett	Miss Lucy Saunders	900	138.65	
Craven	Mrs. Mary S. Wynn	900		
Hoke	Mrs. Maggie Hester	900	63.75	
Guilford	Mrs. M. C. Falkener	799	131.19	
Halifax	Miss Marie McIver	772		
Anson	Mrs. Susie J. Wilson	768	59.78	
Forsyth	Miss Hollye B. Patterson	474	47.60	
Caswell	Mrs. Bertha M. Vincent	425	171.00	
New Hanover	Mrs. S. A. Wilson	400	60.00	
Cumberland	Miss Anne E. Chesnutt	327	215.00	
Gaston	Miss Martha L. Streator	200		
Buncombe	Mr. J. H. Michael	125	53.00	
Alamance	Miss Lillie Smith	--	129.55	
		44,196	$5,359.52	
GRAND TOTAL		256,839	41,933.59	

The schools have splendid educational and industrial work for display at our annual gathering called Progress Day at the County Training School April 10, 1925. Mrs. Annie Gaston, Moore County.

Teachers in fifteen schools have put on tooth brush campaigns and report all pupils as having tooth brushes and using them daily. Miss Ethel Thompson, Robeson County.

Number who had perfect attendance record - 737. Mrs. P. L. Byrd, Wake County.

During this month two colored ladies from Mount Olive have been sent to the Sanatorium at Sanatorium, North Carolina, to be treated for tuberculosis, their expenses to be paid out of the Christmas seal money.
Mrs. Maude Kornegay, Wayne County.

Number of books given to school libraries 525. Number books read by pupils 347.
Mrs. Carrie L. Battle, Edgecombe County.

I have organized five strong, active Parent Teachers Associations this month and find them very helpful to my work. I find such a change in the attitude of parents who have joined the associations. - Mrs. Rachel Luton, Bertie County.

The Parent Teachers Association of Bellevue promised to keep up the payments on the school piano, having paid more than $100.00 ahead. -
Miss Dollye Patterson, Forsyth County.

Mr. J. O. Brown, a committeeman, is urging every child in school to plant a pine tree. Mrs. S. A. Wilson, New Hanover County.

Three schools purchased libraries. Two schools put in sanitary drinking fountains. Mrs. Sara W. Randolph, Northampton Coun

With the assistance of Mrs. A. W. Holland standard tests were given in sixteen schools. Mrs. Pearl Hoover Pittman, Person Count.

Miscellaneous

The whole State mourns the death of Dr. J. B. Dudley, President of A. & T. College. Dr. Dudley came to A. & T. College when there were only fifty studen and one building, he left a school with an enrollment of about five hundred a one of the finest school plants for Negroes in the country. One of his last o- ficial acts was to present the High School Debating League with a hundred dolla trophy cup which will be called "The Dudley Cup" in his honor. We extend our sympathy to the faculty and student body and to Mrs. Dudley and her daughter.

Mrs. A. W. Holland of the Division of Negro Education has given achievement tests in every school in Forsyth County. She was assisted in this by the coun supervisor, Miss Patterson, and by the Slater State Normal School. Tests have also been given by Mrs. Holland in many schools in Person County and other cou ties will be reached later.

The Association for the Study of Negro Life and History held its Spring Conference in Durham, North Carolina, at the State Normal School. Dr. Carter G. Woodson, Director of the Association, reports this as one of the best meetings the Association has ever held. Representatives present from educational institutions in several States and members of the faculties of Duke University, University of North Carolina, and Shaw University of this State and from the State Department of Education were among those on the program.

Twenty out of the 34 accredited high schools joined the High School Debating Leagues this year and 17 took part in the preliminary debates on March 27 when in 17 different towns as many debates were held, all on the question: Resolved: That the United States should join the World Court.

Four schools: A. & T. College (High School Department), Rich Square Institute, Berry O'Kelly County Training School and Elizabeth City State Normal School (High School Department), won both sides of the debate and so were entitled to enter the semi-finals at A. & T. College on April 18.

In the semi-finals both teams of Elizabeth City State Normal (High School Department) won first place and both the A. & T. teams won second place. Elizabeth City chose to defend the affirmative in the final debate in the A. & T. Chapel. This threw them against A. & T.'s strongest team with the result that A. & T. won the final by a two to one vote of the judges. Both teams did excellently well. It is very fitting that the beautiful sterling silver "Dudley Cup" should remain at Greensboro this first year.

The two teams in the final contest were Miss Lillian Moss, Raymond Purnell and Julian Mebane, alternative, for Elizabeth City and B. H. Hollomon, M. E. Patterson and J. L. Jenkins, alternative, for the winners for A. & T.

The St. Augustine's School in Raleigh has recently been given Junior College rating by the State Department of Education. Johnson C. Smith University of Charlotte has been recognized as a standard four-year college of "A" grade.

The Association of Colleges and Secondary Schools for Negroes met at Shaw University in Raleigh, April 10 and 11. Dr. J. L. Peacock is President of the Association.

The Peabody Post of the Peabody School at Troy has joined the ranks of the high school newspapers of the State. There are about fifteen such publications in our schools so far.

A compilation of the ratings given the Negro Colleges and Normal Schools by the State Department of Education has recently been sent out to the high school principals by Mr. W. A. Robinson of the Division of Negro Education.

The first Colored Older Boys Conference was held in Greensboro at A. & T. and Bennett Colleges. About 320 boys were present from some seventy-five places. Daniel A. Williams of the E. Washington Street High School of Greensboro was elected president of the Conference. Several men of prominence addressed the boys.

SUMMER SCHOOL DATA

A. Approved Summer Schools

1. Courses for holders of Provisional Elementary, Elementary - Class B and A, also for graduates of accredited high schools will be offered at:

Name of School	Director	Opening Date
State Teachers College - Winston-Salem	S. G. Atkins	June 9
Fayetteville State Normal School	E. E. Smith	June 9
Asheville Summer School	J. H. Michael	June 10
Elizabeth City State Normal School	P. W. Moore	June 10
N. C. College for Negroes - Durham	J. E. Shepard	June 10
Shaw University	W. S. Turner	June 11
Johnson C. Smith University - Charlotte	H. L. McCrorey	June 11
Livingstone College - Salisbury	* G. D. Wilson	June 11
A. & T. College	B. F. Bullock	June 15

*The director of Livingstone College Summer School has not been named but correspondence for the time being will be handled by Professor G. D. Wilson, a member of Livingstone College faculty.

2. Courses for holders of Grammar Grade and Primary Certificates, any class, will be offered at:

Name of School	Director	Opening Date
State Teachers College - Winston-Salem	S. G. Atkins	June 9
Fayetteville State Normal School	E. E. Smith	June 9
Elizabeth City State Normal School	P. W. Moore	June 10
N. C. College for Negroes - Durham	J. E. Shepard	June 10

3. Courses for holders of High School Teachers Certificates, any class, and High School Principals Certificates will be offered at:

Name of School	Director	Opening Date
Shaw University	W. S. Turner	June 11
A. & T. College	B. F. Bullock	June 15

4. Courses for teachers of Vocational Agriculture and Trades and Industries will be offered at A. & T. College only. See opening date and name of director given above.

5. Courses for teachers of Home Economics will be offered at State Teachers College, Winston-Salem, only. See opening date and name of director given above.

6. Courses for graduates of non-accredited high schools which have since become accredited may take a twelve weeks course at any one of the institutions named below and complete their credits for high school graduation, provided such graduates completed a four-year course during the session of 1920-21 or since that date.

Note 1. This applies only to schools which may be on the accredited list at the time of registration at the summer school.

Note 2. All such applicants must file a complete transcript of all high school work done at other institutions before they can receive credit for this work. If possible to do so, this record should be filed with the school prior to the opening date of the summer session.

Note 3. When every requirement has been met in this work, the student will be graduated from the High School Department of the institutions mentioned below and will be issued a Provisional Elementary Certificate. Such graduates may later enroll in the Approved Summer Schools and when the professional requirements have been worked off, they will receive the Elementary Certificate, Class B. Courses for students referred to in this section will be offered at:

Name of School	Director	Opening Date
State Teachers College, Winston-Salem	S. G. Atkins	June 9
Fayetteville State Normal School	E. E. Smith	June 9
Elizabeth City State Normal School	P. W. Moore	June 10

B. County Summer Schools

All teachers holding a certificate of lower grade than the Provisional Elementary or those without certificates, having less than an accredited high school training are required to enroll in the County Summer Schools. Such teachers should attend the county summer school to which your county contributes. This information can be secured from your county superintendent or supervisor.

C. Second sessions of the summer schools will be offered at the following institutions:

Name of School	Director	Opening Date
State Teachers College - Winston-Salem	S. G. Atkins	June 21
Fayetteville State Normal School	E. E. Smith	July 21
Elizabeth City State Normal School	P. W. Moore	July 21

NOTE: Those who contemplate attending a second session should correspond with the director of the school to which you anticipate going at the earliest possible date. After you have enrolled in the first session of 1925 write him, giving the exact courses you are then taking so that he may know how to arrange courses for you.

D. Pertinent Suggestions to Teachers.

1. Summer school attendance better prepares the teacher for her job and helps to raise her certificate to a higher grade and thereby produces a better salary.

2. All teachers should carry with them to the summer school previous summer school records or (if they have not attended summer school before) a complete transcript of their high school or college training. These papers should be in hand when they apply for registration.

3. Those who expect to attend a summer school session in 1925 should communicate with the director of the summer school to which they anticipate going. Dormitory reservations should be made at the earliest possible date.

4. A registration fee of five dollars will be charged all students entering the Approved Summer Schools. A lyceum fee of fifty cents will be charged all students registering at the institutions where this feature is offered. These fees should be paid on the opening date and unless satisfactory reason is given to the director, registration may be held up until these conditions have been met.

5. Every registrant in the summer schools should secure working materials; i. e., books for each course, etc., at the earliest possible date.

NC248

Superintendent of Public Instruction
State of North Carolina
Raleigh

Division of Negro Education

PROGRESS LETTER

May, 1925

" Negro education in North Carolina has been greatly stimulated within the last five years. The Division of Negro Education in the State Department has been able to give this expansion wise direction and greatly to encourage our Negro population. It has also been instrumental in bringing about more amicable relations between the races and in restoring the confidence in each race in the good intentions of the other." - Biennial Report of Superintendent A. T. Allen.

SUMMER SCHOOLS

Place	Director	Date of Opening
Roxboro	J. L. Levister	June 1
Whiteville	A. E. Cox	" 2
Winston-Salem - W.-S. Teachers College	S. G. Atkins	" 9
Fayetteville - State Normal School	E. E. Smith	" 9
Durham - N. C. College for Negroes	J. E. Shepard	" 10
Asheville -	J. H. Michael	" 10
Elizabeth City - State Normal School	P. W. Moore	" 10
Salisbury - Livingstone College	C. D. Wilson	" 11
Charlotte - Johnson C. Smith University	S. D. Williams	" 11
Method - Berry O'Kelly Training School	H. L. Trigg	" 11
Raleigh - Shaw University	W. S. Turner	" 11
Greensboro - Bennett College	J. H. Miller	" 15
Greensboro - A. & T. College	B. F. Bullock	" 15
Henderson- Henderson Normal & Ind. Inst.	J. A. Cotton	" 17
Rich Square	W. S. Creecy	" 22
New Bern	J. T. Barber	July 6
Greenville	U. S. Reynolds	" 7
Spindale	C. A. Boyter	" 13
Newton	Edith Matthews	" 14
Wilkesboro	Melvin T. Greene	" 15
Winston-Salem (Second Session)	S. G. Atkins	" 21
Fayetteville (Second Session)	E. E. Smith	" 21
Elizabeth City(Second Session)	P. W. Moore	" 21
Laurinburg - Normal & Industrial Inst.	I. E. Johnson	" 7

V

SCHOOL FACTS

The following rural and small town high schools have received aid from the fund appropriated by the legislature for aiding small high schools.

Bertie County Training School, Powellsville	$600.00
Brunswick County Training School, Southport	500.00
Cleveland County Training School, Shelby	400.00
Columbus County Training School, Whiteville	350.00
Halifax County Training School, Weldon	500.00
Harnett County Training School, Dunn	600.00
Hertford County Training School, Winton	750.00
Hyde County Training School, Scranton	300.00
Johnston County Training School, Smithfield	500.00
Selma Graded School, Selma	500.00
Moore County Training School, Carthage	400.00
Martin County Training School, Parmele	300.00
Orange County Training School, Chapel Hill	800.00
Perquimans County Training School, Hertford	400.00
Pitt County Training School, Grimesland	500.00
Sampson County Training School, Clinton	600.00
Wake County Training School, Method	500.00
Warren County Training School, Wise	1,000.00
Wilkes County Training School, Wilkesboro	800.00
TOTAL	$10,300.00

Last year seven Negro schools received $500.00 each. The increase of aid received from this source shows something of how our high schools have developed as prospects in one year.

The Wilkes County Training School has made most satisfactory gains in one year. The grounds about the new school building have been beautified with flowers and shrubbery. The building has been wired for electric lights and beautiful fixtures installed. The entire map equipment required for a standard high school has been installed as has also a larger part of the required library.

A course in Negro History was offered this year and Brawley's Social History was used as a text.

At the County Commencement which was held this year in the County Training School auditorium, all of the prizes were won by students from the Training School.

Talmage Harris, a student in the fifth grade of the Wilkes County Training School and a son of Mr. G. C. Harris, one of the Wilkes County teachers, was presented a gold medal by the County Superintendent for seven years of perfect attendance. He has not been tardy nor has he missed a day in school for seven years. One hundred ninety-five children in the county received certificates for perfect attendance for the past school year.

Other school papers begun this year are:

14. The Normal Advocate, State Normal School, Fayetteville
15. The University Student, J. C. Smith University, Charlotte
16. The Shaw Journal, Shaw University, Raleigh

Copies of the following annuals have been received at the Division of Negro Education:

From High Schools

1. The Planet, West Street High School, New Bern
2. The Bennettite, Bennett College High School, Greensboro
3. The Maroon and Gold, Columbia Heights H. S., Winston-Salem
4. The Normal Light, State Normal School, Elizabeth City
5. The Excelsior, Warren County Training School, Wise
6. The Bullenior, Mary Potter School, Oxford
7. The Hendersonian, Henderson Institute, Henderson
8. The Pictorial Edition of the Trumpet, Johnston County Training School, Smithfield

From Colleges

1. The Shaw Journal, Shaw University, Raleigh

JEANES WORK

The Parent Teachers Association and the Boys and Girls Club have made a truck garden to raise vegetables to can and sell for the school year 1925-1926. Canned goods are to be used in serving hot lunch and soups. - Lillie Smith - Alamance County.

The main problem at present is to consolidate schools and erect better buildings. It seems difficult to get this work started but I believe that it is going to be successful in two different communities. - Miss Maude Mitchell - Lincoln-Catawba Counties.

The happiest people in Craven County are the patrons of the James City School. Their $11,500.00 brick building was completed in time to be used for the closing exercises. - Mrs. Mary S. Wynn, Craven County.

The patrons of Currituck district have pledged themselves to give $25.(a family toward building a school. .... The state nurses have visited all t colored schools and examined 427 children. - Miss Shellie Simmel - Currituc

The Bellevue teachers gave the association $50.00 to be paid on the new piano. - Miss Dollye B. Patterson - Forsyth County.

The County Commencement was very largely attended and the program was well carried out. The industrial exhibit was the best ever seen here. - Mrs. H. C. Falkener - Guilford County.

[illegible] completed the seventh grade this year

Fifty students received honorary certificates for perfect attendance and thirty-nine received seventh grade certificates. ... Mr. N. L. Stedman, a prominent white merchant of Halifax, contributed $25.00 toward prizes for the county commencement and Dr. J. A. Tinsley, a prominent colored physician, gave $5.00 for the same purpose. - Miss Marie McIver - Halifax County.

My program for June is on health. I hope to have the two colored physicians and the dentist give talks at every club. - Mrs. M. A. C. Holliday, Iredell County.

At our county commencement we gave eight grammar grade certificates and 198 attendance certificates. - Mrs. Sarah P. Wimberley - Perquimans County.

A meeting for all the teachers who are holding certificates below the elementary division will be held Saturday, June 6, at which time information will be given regarding their summer school work and plans for future work will be filed in the office. - Miss Mary M. Garnes - Warren County.

		No. Reached thru Talks	Money Raised
Total from beginning of school year to May		323,207	$53,189.61
County	**Supervisor**		
Bertie	Mrs. R. A. Luton	8,000	576.00
Halifax	Miss Marie McIver	3,550	30.00
Moore	Mrs. Annie L. Gaston	3,233	748.50
Perquimans	Mrs. Sarah P. Wimberley	2,518	
Vance	Mrs. L. B. Yancey	2,500	39.00
Craven	Mrs. Mary S. Wynn	1,225	299.25
Robeson	Miss Ethel M. Thompson	1,750	
Martin	Mrs. Mary S. Gray	1,100	100.00
Anson	Mrs. Susie J. Wilson	1,075	
Hoke	Mrs. Maggie Foster	1,035	109.50
Wayne	Mrs. Maude M. Kornegay	1,000	150.00
Johnston	Mrs. Laura J. A. King	975	189.00
Warren	Miss Mary M. Garnes	900	275.00
Duplin	Mrs. Mamie L. Turner	861	199.59
Person	Mrs. Pearl Hoover Pittman	835	116.50
Greene	Mrs. F. B. Biser	795	5,234.03
Guilford	Mrs. M. C. Falkener	769	185.00
Gaston	Miss Martha L. Streator	700	100.00
Nash	Mrs. C. F. Rich	700	
Buncombe	Mr. J. H. Michael	600	32.00
Durham	Mrs. Carrie T. Jordan	400	60.00
Harnett	Miss Lucy R. Saunders	400	200.00
Hertford	Mrs. Katie M. Hart	400	
Mecklenburg	Mrs. F. O. Butler	400	195.00
Pitt	Mr. G. R. Whitfield	375	
Edgecombe	Mrs. Carrie L. Battle	319	500.00
Forsyth	Miss Dollye B. Patterson	—	50.00
Total		36,415	$9,388.37
GRAND TOTAL		364,622	$62,577.98

V

Several city high schools will add a fourth year of high school work next year. So far we know of Greensboro, Washington and Rocky Mount.

The three-year high school at Elizabeth City, of which Mr. L. S. Burford is principal, has not all requirements for a standard three-year high school. The principal says that in case the school adds a fourth year the high school will immediately become accredited.

The new schools added to the accredited high school list this year are as follows:

A. Public:

1. The Warren County Training School, Wise
2. The Johnston County Training School, Smithfield
3. The Stevens-Lee High School, Asheville
4. The West Street Graded School, Newbern
5. The Tower Hill High School, Kinston
6. The Colored High School, Wilson

B. Private:

1. Franklinton Christian College, Franklinton
2. E. N. I. Academy, New Bern
3. Thompson Institute, Lumberton

These nine schools bring the number of accredited Negro high schools for North Carolina up to forty-three or exactly half of the eighty-six Negro high schools listed in Bulletin 85 issued this year by Mr. J. Henry Highsmith, State Supervisor of High Schools.

High school newspapers that have begun publication this year are as follows:

1. Wilkes Courier, Lincoln Heights School, Wilkesboro
2. The Student's Guide, Berry O'Kelly Training School, Method
3. The Academy News, E. N. I. Academy, New Bern
4. The High School Trumpet, Johnston County Training School, Smithfield
5. The Forum, Dillard High School, Goldsboro
6. The Mary Potter Bulletin, Mary Potter School, Oxford
7. The Planet, West Street High School, New Bern
8. The University Student, J. C. Smith Univ. H. S., Charlotte
9. Lincoln Academy Messenger, Lincoln Academy, Kings Mountain
10. The Peabody Post, Peabody Academy Troy
11. The Priscan, Price High School, Salisbury
12. The Blue and White Banner, State Normal School, Elizabeth City (Continuing from last year)
13. The Wise School Star, Warren County Training School, Wise

MISCELLANEOUS

At the county commencement, May 11 the supervisor and teachers of Halifax County gave Superintendent Akers a handsome gold chain as a token of appreciation for what he has done for the educational advancement in colored schools during his ten years of service.

The white supervisor and teachers gave him a gold watch at their county commencement.

The Mildred Wellmon Elementary School building was dedicated at Kings Mountain May 19. This is a new Rosenwald school and was named for the former supervisor because of the splendid work she had done in the county. Superintendent Hall and his entire office force, together with representative white friends were present and spoke at the didication. Among the many fine compliments the superintendent paid the former supervisor, he said that she had given him a vision of what he could do for colored children in Gaston County.

Seventy-eight seventh grade students took the examination in Warren County.

In Pitt County sixty-one students passed the seventh grade examination. The student who made the highest mark was thirteen years old in March.

The four lyceum numbers arranged for the summer schools this year are as follows: Richard B. Harrison, Dramatic Reader; Mrs. Nell E. Hunter, Soprano; Mr. Garfield Warren Tarrant, Baritone, accompanied by Miss Jessie Covington, Pianist; and Dr. Carter G. Woodson, Lecturer.

The story of Roland Hayes' life is published in the June number of the American Magazine. It was written by a white woman who went to hear him sing in Carnegie Hall, New York City. It is exceedingly interesting and should be read by every colored youth.

One of our Jeanes teachers has recently received a reward from the county for her bravery and heroism in assisting in capturing a Negro criminal.

Mr. J. Ward Seabrooke, Vice Principal of the State Normal School at Fayetteville has successfully passed his doctor's preliminary examinations at Columbia University.

Mr. W. H. Cooper formerly principal at Smithfield will receive his bachelor's degree from Columbia at the end of the summer school, as will Mr. D. J. Jordan of Durham.

NC 248

PROGRESS LETTER

ISSUED BY

DIVISION OF NEGRO EDUCATION

DEPARTMENT OF PUBLIC INSTRUCTION

NORTH CAROLINA

February 1926

- - - - - "The most remarkable high school development of recent years in the United States of America." - From notes - by Basil Mathews.

(Note - As is generally known, Mr. Mathews is a brilliant Englishman who made a journey through portions of the United States last year. He is the author of "The Clash of Color," one of the best books on the race question. His statement quoted above was made with reference to the development of Negro high schools in North Carolina. We can only hope that he wrote with full information before him).

Besides four pages on county training and high schools this issue of the "Progress Letter" contains interesting information on the Rosenwald school building program, teacher-training in private schools, and summer schools for 1925.

"Blessed are those boys and girls who have behind them the urge of appreciative and understanding parents." - From "Being a Parent" in Savannah Education.

ROSENWALD SCHOOLS IN NORTH CAROLINA TO JANUARY 1, 1926

"THREE MILLION DOLLARS FOR ROSENWALD SCHOOLS"

On July 1, 1922, the total value of Rosenwald Schools in North Carolina was $795,840.00. We then addpted as our slogan "A MILLION DOLLARS IN ROSENWALD SCHOOLS BY JANUARY, 1923." We were gratified when we found that we had gone far beyond our objective. At that time we had applications on file which brought our total to $1,246,327.00. These were all completed and inspected by July, 1923. The total number of buildings was 328.

During the school year 1923-1924 we added 94 buildings costing $548,112.00, bringing the total cost to $1,794,439.00.

Last year, 1924-1925, we added 86 new buildings (4 additions were also added, but are not counted in the total) bringing the total number of separate buildings to 508 and the total cost to $2,319,053.00.

A conservative estimate, based on our performance of past years, (last year, 1924-1925, our total expenditure was $524,615.00) should bring our total expenditure to $2,750,000.00 by July 1, 1926, and one year from today will see, "THREE MILLION DOLLARS IN ROSENWALD SCHOOLS IN NORTH CAROLINA."

- North Carolina -

Summary of All Completed Buildings to January 1, 1926

Number of Buildings		Capacity	Total Cost Bldgs., Grounds Equipment	Contributions	
School houses	Teachers' homes	Teacher	$2,445,472.00	Negroes $449,033.00	Whites $65,857.00
518	15	1402		Public School Authorities $1,518,241.00	
Total 533		Pupil 63090		The J. Rosenwald Fund $412,336.00	

- North Carolina -

Summary of Types of All Completed Buildings, Including Teacher and Pupil Capacity to January 1, 1926

Number Buildings	Capacity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Homes
	Teacher																	
518	1402	111	197	76	79	12	30	3	5	3		1				1		15
	Pupil 63090																	

Teacher Training In Private Schools

A. During the session 1925-26 a one year course in teacher training is being operated in the following schools: Allen, Home, Asheville; Mary Potter, Oxford; Henderson Institute, Henderson; Bennett College, Greensboro; Peabody Academy, Troy; Albion Academy, Franklinton; Kittrell College, Kittrell; Scotia Seminary, Concord; Livingstone College, Salisbury; Waters Training School, Winton. This course involves a thorough review of elementary subject matter with a professional setting. The instructors for this work are paid entirely by the State in six of these schools, partially by the State in two schools and entirely by the General Education Board in two schools.

The following types of students are admitted into this course:

(a) Those having 12 standard high school units or the equivalent.
(b) Graduates of non-standard high schools with a four year course of study.
(c) Standard high school graduates.

Those students who successfully complete this course will be given credit in accord with statements below:

(a) Those entering the course upon a basis of 12 standard high school units or graduation from a non-standard high school with a four year course of study will receive an Elementary Certificate Class B.

(b) Those entering the course upon a basis of graduation from a standard high school will receive an Elementary Certificate - Class A.

Note: This course is not preliminary to nor preparatory for the normal schools. It is offered particularly to those high school students, who may find it necessary to enter the field of teaching upon the completion of their high school courses. Also, to those graduates or teachers of experience who may not find it feasible because of economic conditions or otherwise to enter a normal school within the next few years. Standard high school graduates who can take a more extended course should not take this as a short course to a "teaching job," especially when they must enter the school as a full time boarder.

According to the records submitted by nine of these schools, there are 78 students working for the Elementary Certificate - Class B and 50 working for the Elementary Certificate - Class A.

B. Courses in education are offered in the College Department of the following schools: Bricks Junior College, J. C. Smith University, Livingstone College, Shaw University.

The instructors in all of these institutions are paid entirely by the State.

G. The monthly report for November shows the following enrollment:

High School	College					Grand
4th yr.	Fresh.	Soph.	Jr.	Sr.	Total	Total
105	61	60	78	43	166	347

Average Annual Salaries of Principals, Teachers and Vocational Teachers In County Training Schools - - - 1925-26

Name of School	Average Salary of Teachers per school
Wake	$ 808.20
Stanly	708.33
Cleveland	699.91
Moore	684.00
Bertie	663.33
Harnett	656.00
Warren	644.44
Perquimans	630.00
Halifax	625.00
Hertford	622.22
Johnston	620.00
Alamance	613.12
Orange	604.44
Pitt	600.00
Robeson	595.55
Brunswick	593.33
Columbus	586.66
Greene	586.66
Wilkes	580.00
Northampton	565.00
Pender	563.33
Hyde	560.00
Craven	555.00
Sampson	554.55
Pamlico	540.00
Person	540.00
Gates	535.50
Martin	528.00
Nash	524.23
Scotland	500.00

Average salary of County Training School Principals is - - - $1,149.86.
Average salary of vocational teachers is - - $1,250.
" " " teachers is - - $602.89.

Note: These schools are listed in a descending order according to average salary of teachers. The salaries of principals and vocational teachers are not included in totals, from which the averages are determined.

High School Principal	12
" " Teacher-Class A	21
" " " " B	16
" " " " C	16
Vocational Agriculture	11
" Home Economics	11
Grammar Grade Class A	1
" " " B	10
" " " C	23
Primary Class A	2
" " B	20
" " C	19
Elementary Class A	28
" " B	53
Provisional Elementary	4
One Year Temporary	2
Provisional B	2
	251

The improvement which is shown in the certificates held by County Training School faculties is most encouraging. By equating these certificates into their equivalents of training, it will be found that the average training of a number of the County Training School faculties would be 5.92 years above the elementary school. In other words, if the training of all was reduced to an average, it would mean that every faculty member had had nearly two years of college or normal training. Only a few years ago a large number of these faculties was holding certificates which would be equivalent to much less than high school graduation. This year we are proud to say that out of 251 teachers reported as workers in the County Training Schools, only four hold certificates lower than standard grade. We are quite sure that some of these were employed as emergency teachers after the beginning of the year.

Enrollment in County Training Schools

1920-21 - 5111 1925 (fall) 6910

Enrollment in State Normal Schools;

Winston-Salem, Teachers' College., N.C. College for Negroes

	Practice School	High School	College
Fayetteville	120	520	62
Elizabeth City	109	342	50
Durham	0	98	63
Winston-Salem	0	655	145
Total	229	1615	320

State Accredited Negro High Schools

For 1924-25 nine new Negro high schools were added to the thirty-four already accredited by the State, making a total of 43 four-year accredited high schools. Three of these are in the I-A classification, two having advanced to this class since last year. Last year there were 10 II-B schools. Of these five have advanced to II-A and one to I-B classification, while 13 schools have advanced their classification one or two points since last year.

Last year there were enrolled in Negro accredited schools 6,905 students with a total of 338 teachers and 1,012 students were graduated.

Of the 338 teachers in the accredited Negro high schools only 73 were educated in North Carolina.

Records on non-accredited Negro high schools are insufficient, but they show that out of a total of 61 schools, 14 are four-year high schools; 17 are three year schools; 23 do two years of high school work; and seven had one high school year in 1924-25.

Total enrollment in these schools is 2,782 with 68 full time and 106 part time teachers, making a total of 174 teachers in these schools, of whom 52 are not certified for high school teaching.

Eighteen of these non-accredited high schools show possibility of being accredited next year, of these only three are private schools.

Summaries From High School Principals' Annual Reports 1924-25

Enrollment Accredited High Schools

	1st. yr.	2nd yr.	3rd yr.	4th yr.	Total	Graduates
Public	1489	1225	363	628	4205	565
Private	682	529	381	423	2015	374
*Combination	256	159	91	78	584	73
Total	2427	1913	1335	1129	6804	1012

Enrollment Non-Accredited 4 yr. High Schools (Incomplete data)

Public	148	74	37	30	289
Private	179	110	59	46	394
Total	327	184	96	76	683

Enrollment 3 yr. High Schools (Incomplete data)

Public	565	237	174	0	1026
Private	18	5	4	0	27
Total	583	292	178	0	1053

Enrollment 2 yr. High Schools (Incomplete data)

Public	470	368	0	0	838
Private	64	12	0	0	76
Combination	25	5	0	0	30
Total	559	385	0	0	944

Enrollment 1 yr. High Schools (Incomplete data)

Public	102	0	0	0	102
Total	102	0	0	0	102

Summary (complete for data available)

Public	2874	1954	1074	658	6460
Private	943	656	444	469	2512
Combination	211	164	91	0	614
Total	4098	2774	1609	1117	9586

* Combination schools are largely supported from public funds.

Summer School Facts - Session 1925

The summer school facts are submitted under three classifications - approved, regular county and preparatory groups. The approved summer group includes those who hold Provisional Elementary certificates or higher. In other words, those who are registered in this group are standard high school graduates or the equivalent. In this group the enrollment was as follows: First session - enrolled 1,779, receiving credit 1,345, second session - enrolled 561, receiving credit 515; total - enrolled 2,340, receiving credit 1,860.

The regular county summer school includes those who hold Provisional B, Provisional A or One Year Temporary Certificates, or those who show three years of high school work or pass the entrance examination. The enrollment of this group was as follows: First session enrolled 1,324, receiving credit 1,138; second session - enrolled 137, receiving credit 135; Total - enrolled 1,461, receiving credit 1,273.

The teachers who hold County Second Grade Certificates or no certificates and did not show three years of high school work or pass the entrance examination were placed in the preparatory group. The enrollment in this department was as follows: First session enrolled 471, receiving credit 298; second session enrolled 60, receiving credit 48; Total - enrolled 531, receiving credit 346.

The financial statements show the following facts:

		Total Cost	Per capita cost
First Session	(Approved	$13,616.12	$7.65
	(County	12,242.50	6.82
Second Session	(Approved	3,615.00	6.44
	(County	1,500.00	7.61
Total	(Approved	17,231.12	7.36
	(County	13,742.50	6.89
Grand Total		$30,973.62	7.13

Summary Report of Summer Schools

1925

First Session

	Enrollment	Passing	Per Cent Passing	Cost	Per cap-cost	No. Instruc.	Enroll.per. Instructor.
Approved	1779	1345	75	$13,610.12	$7.65	54	33
County (Regular	1324	1138	86	12,242.50	6.82	71	25
County (Prop.	471	298	63.3				
Total	3574	2781	77.8	$25,853.62	$7.24	125	29

Second Session

Approved	561	515	92	$ 3,615	$6.44	23	24
County (Regular	137	135	98	1,500	7.61	10	20
County (Prop.	60	48	80				
Total	758	698	92	$ 5,115	$6.75	33	23
Grand Total	4332	3478	80	$30,973.62	$7.13	158	27

Of the 3,012 teachers who hold standard certificates during the session 1924-25, there were enrolled in the 1925 approved summer schools 2,340 or 77.7%. Of the 2,297 teachers who hold non-standard certificates during the session 1924-25 there were enrolled in the 1925 county summer schools 1,992 or 87%. In other words, of the 5,309 teachers employed during the session 1924-25 there were enrolled in the 1925 summer schools 4,332 or 81.6%.

Summary of Jeanes Work

		1915-16	1924-25
1.	No. of Supervisors	32	41 *
2.	No. of Counties employing supervisors	31	41 **
3.	" " Negro schools in counties	1046	1378
4.	" " " " visited	910	1362
5.	" " visits made	3454	8106
6.	Average length sch. term in mos.	5.27	7
7.	No. schools extending terms	83	63
8.	Average length extension in mos.	1	1½
9.	No. good buildings in counties	621	938
10.	No. very poor bldgs. " "	272	341
11.	No. school buildings painted	159	681
12.	No. improvement leagues organized	477	811
13.	Schools that have improved grounds	435	525
14.	No. community meetings held	861	1660
15.	No. county meetings held	125	209
16.	No. schools teaching cooking	107	211
17.	" " " sewing	306	1055
18.	" " " manual training	167	395

* (1) Mrs. Holland, the State Supervisor, is included.

** (2) Catawba and Lincoln Counties employ the same supervisor.

NC 249 High School Supervision
1921-1939

Box 119 Folder 1077

096

NC 249

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
APR 18 1921
ANSWERED

April 16, 1921.

Application Entered ✓
Blanks Recorded
Cards Prepared E.S.B.

Dr. Wallace Buttrick,
61 Broadway,
New York, N. Y.

My dear Dr. Buttrick:-

In my conversation with you a few days ago I presented for your consideration the problem of securing a better supervision of high school work and instruction in North Carolina. We have, as you know, one supervisor of high schools for the entire State, but the area to be covered is so great that it is impossible for one man to give the supervision necessary. Our people are now anxious to secure better organization in order that high school advantages may be obtained in the several counties of the State. We have thirty-five counties in which there is not a single high school of standard grade. In fifty other counties there is not a high school of standard grade in the rural districts.

The problem, therefore, is how to consolidate and organize the rural schools so that a sufficient number of children may be secured in one school unit to provide permanent patronage for a standard high school. Our school units have been too small. We have been unable to build high schools because the area was not large enough to afford the pupils. As I said above, the people now are ready for the schools to be reorganized and the greatest need today is the adequate assistance to show the people how to group the schools and provide better instruction.

I believe the colleges of the State can render a great service in this respect. Therefore, I have had a conference with the heads of the departments of education in the several institutions of the State and they have agreed to aid us in this constructive work. We shall divide the State into districts

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2...Dr. Wallace Buttrick.

and assign to one college a certain number of counties. T he plan of supervision is to be worked out by the State Department and all are to work under the direction of the State High School Inspector. This will be of incalculable benefit to the colleges as well as to the several counties. The one difficulty in the way of this cooperative work was presented to you, namely; the amount necessary to pay the traveling expenses of these college men. A few of the institutions can well afford the expense but several of them cannot. Therefore, it seems wise, if the funds can be secured, for the State to pay the traveling expenses of all the college men in order that they may be held responsible by the State for the work and render their reports promptly.

I have estimated the cost to be not less than $2,500 and probably $3,000. It is my purpose that the counties shall bear the expense when the representatives of the colleges are in the county.

I appreciate your interest in this matter and feel very grateful to you for your encouragement. I shall appreciate it very much if this proposition can be placed before the General Education Board with your approval.

See NC 247

I have given much consideration to another proposition which will be of lasting benefit to N orth Carolina also. We need better trained men and women to give supervision to the educational work in the State. We are moving at a rapid rate and we should secure as quickly as possible the best trained people to give guidance to the progress. I believe our own people who have the personality could be trained for this work and give a permanency to our supervisory staff that could not be secured by importing men and women from outside the State Therefore, at your suggestion, I give below the names of those who, in my judgment, are prepared to take this training and who would return better qualified as a result of it.

1. Mr. George Howard, to attend Columbia University and study school administration and consolidation.

2. Miss Sarah Kelly, to attend Peabody College and make a special study of the grammar grade field.

3. Mr. J. J. Blair, to attend Peabody and to make a special study of school architecture in order that he may be more skillful in giving direction to schoolhouse planning.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#3.....Dr. Wallace Buttrick.

4. Mr.N. C. Newbold, who has been selected as the Director of Negro Education in North Carolina, to devote one year in professional study and in travel, investigating Negro conditions and Negro education in the South.

There, in my judgment, can take the training during the year 1921-22.

5. Mr. A. T. Allen, Director of Teacher Training, and Mr. W. H. Pittman, Director of Publication and Records, could take the training in 1922.

In addition to these there are a few superintendents who could profit greatly by this training if they can secure a leave of absence.

I have estimated the cost of this special training to be about $15,000. I can a little later, if this plan meets with your approval, give you in detail the expense of each individual.

I wish to thank you and Dr. Flexner most heartily for your courtesies to me. I shall appreciate any consideration that you may give to the matters specified above.

With kind personal regards and best wishes, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

April 19, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks:

In Dr. Buttrick's absence I am acknolwedging yours of the sixteenth. We shall bring your two requests to the attention of the Board at its meeting May 26. Are we to understand that in your estimate of $15,000 you include "the few superintendents who could profit greatly by this training if they can secure a leave of absence"? If not, I should like to hear from you further on that point.

I met Mr. Newbold on the train the other day and we talked over this scheme and he raised the question as to whether certain provision could not be made for Negroes also. There is of course no reason why the same policy should not be pursued with Negro workers in strategic positions if the matter can be arranged. Of course you will understand that the matter has to be presented to the Board and a practical outcome depends on the Board's action.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 249

May 27, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

At a meeting of the General Education Board held yesterday the officers presented your letter, dated April 16, 1921, asking for a contribution of $3,000 to defray the expenses of a group of people from certain colleges working under the direction of the State Department with a view to securing better supervision of high school work and instruction in North Carolina. I have pleasure in reporting to you that the following action was taken:

> "RESOLVED, That a sum not exceeding Three thousand Dollars ($3,000) be, and it hereby is, appropriated to the State Department of Education of North Carolina to defray traveling and other necessary expenses during the fiscal year beginning July 1, 1921, of a selected group of persons from the colleges of the State working under the direction of the State Department of Education, with a view to securing better supervision of high school work, it being stipulated that this appropriation is made for one year only."

At the same time the officers presented your letter requesting an appropriation of $15,000 for the purpose of giving further training to a selected group of white and colored persons occupying important posts in the state school system. The following action was taken:

NC-249

> "RESOLVED, That the Executive Committee, upon the recommendation of the officers of the Board after conference with the State Superintendent of Education of North Carolina, be, and it hereby is, authorized to appropriate a sum not exceeding Fifteen thousand Dollars ($15,000) to the State Department of Education of North Carolina for the purpose of

supplying scholarships to competent persons occupying posts as supervisors, superintendents, etc., in order to improve their technical training."

In reference to this matter we should be very happy to confer with you after you have selected those who in your judgment could make most effective use of the opportunities contemplated.

The officers also presented your letter of May 2, 1921, asking for a contribution of from $100,000 to $150,000 to be used in equipping three state normal schools for Negroes, in order that the state may utilize its entire appropriation of $500,000 for buildings. I have pleasure in informing you that the Board has authorized the Executive Committee to make the necessary appropriation for equipment not to exceed $125,000 in all, provided the state uses the sum of $500,000 in building the three schools in question. When the time comes, I would suggest that you communicate with this office, in order that an understanding may be reached as to the way of estimating the amount required for equipping the buildings in question.

NC-250

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

nc249

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
OCT 13
1921
ANSWERED

October 10, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Sir:--

We had a meeting of the college presidents and heads of the Departments of Education last Friday and completed our plan for the supervision of high schools. I am sending you, enclosed, a statement showing how the State has been divided and what counties have been assigned to the various institutions. I wish to say that the colleges have entered into this program very heartily. The enthusiasm and spirit of cooperation argues well for the future.

The General Education Board made an appropriation of $3,000 to pay the expenses for this supervision. The work will be begun immediately and we shall probably be called upon to reimburse the heads of the Departments of Education for their expenses within the next month. I shall thank you, therefore, to send me the first quarter's allowance sometime during the month of October.

Very sincerely yours,

J. Y. Joyner

State Superintendent Public Instruction.

Department of Public Instruction
State of North Carolina
Raleigh

J. H. HIGHSMITH, INSPECTOR OF HIGH SCHOOLS

GENERAL EDUCATION BOARD
RECEIVED
OCT 13
1921
ANSWERED

State College of Agriculture and Engineering, Raleigh, N.C.

Professor J. A. Wiley

Wake County

Vance "

Nash "

Davis "

Davidson College, Davidson, N. C.

Dr. Fraser Hood

Cabarrus County

Iredell "

Mecklenburg "

President R. H. Wright

Pitt County

Martin "

Beaufort "

Department of Public Instruction
State of North Carolina
Raleigh

SUPERINTENDENT
H. SMITH, INSPECTOR OF HIGH SCHOOLS

Guilford College, Guilford, N. C.

Professor L. Lea White

Stokes County
Surry "
Yadkin "
Davie "

Trinity College, Durham, N. C.

Professor Holland Holton

Durham County
Granville "
Person "
Caswell "

East Carolina Teachers Training School, Greenville, N. C.

President R. H. Wright

Pitt County
Martin "
Beaufort "

Department of Public Instruction
State of North Carolina
Raleigh

SUPERINTENDENT
H. SMITH, INSPECTOR OF HIGH SCHOOLS

Lenoir College, Hickory, N. C.
North Carolina College for Women, Greensboro, N. C.
Dr. Q. A. Kuehner
Dr. J. [illegible] Cook and Dr. A. P. Kepart
Catawba County
Guilford County
Burke "
Rowan "
Lincoln "
Rockingham "
Alleghany "
McDowell "
Caldwell "
Elon College, Elon College, N. C.
Alexander "
Dr. W. C. Wicker "
Haywood "
Randolph County
Davidson "
Alamance "
Lee "
Meredith College, Raleigh, N. C.
Professor E. H. Highsmith
Wake Forest College, Wake Forest, N. C.
Dr. D. B. Bryan[illegible] "
Northampton County
Franklin "
Halifax "

Department of Public Instruction
State of North Carolina
Raleigh

North Carolina College for Women, Greensboro, N. C.

Dr. J, H. Cook and Dr. A. P. Kepart

Guilford County

Rowan "

Rockingham "

Alleghany "

McDowell "

Caldwell "

Allexander "

Haywood "

Stanley "

Montgomery "

Meredith College, Raleigh, N. C.

Professor E. M. Highsmith

Harnett County

Sampson "

Warren "

Department of Public Instruction
State of North Carolina
Raleigh

University of North Carolina, Chapel Hill, N. C.
Professor N. W. Walker, Dr. E. W. Knight
Dr. L. A. Williams.

Orange County
Chatham "
Moore "
Hoke "
Cumberland "
Wilson "
Greene "
Bladen "
Pender "
Rutherford "
Polk "

NC249

October 18, 1921

Memorandum to Mr. Buttrick

Regarding Appropriation G - 583, Supervision of High School Work in North Carolina ($3,000)

According to a letter from Superintendent Brooks of North Carolina, under date of October 10, 1921, a plan has been adopted for the Supervision of High Schools in North Carolina, contemplated under the resolution adopted by the Board May 26, 1921, when an appropriation of $3,000.00 was made for this work. (G - 583)

Superintendent Brooks requests that one quarter of this appropriation be advanced to him, in order that he may have funds to pay the expenses of this supervision.

When sending check to him I suggest that you ask for detailed statements of expenditures from time to time.

W.W.B

NC249

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 9, 1922.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Sir:--

I am sending you, enclosed, a report of the inspection of high schools by the Professors of Education in the colleges of the State.

You will recall that the General Education Board very kindly made an appropriation, not to exceed $3,000, to aid us in securing better inspection of our high schools. We organized the work in this manner--A certain number of counties convenient to the college was assigned to the Professor of Education of that institution. The counties were requested to bear the traveling expenses of the Professor of Education after he reached the county. This was cheerfully agreed to by the County Boards of Education. As a result we have been able to give supervision and inspection of 199 schools in thirty-eight counties, and the total cost at present is $523.22. The total cost after all reports are in will not exceed $650.00. I doubt whether there has been a similar piece of work done with less expense anywhere in the country than this.

Since we shall not use one-third of the maximum appropriation for high school inspection, I respectfully request that the appropriation stand until we use the maximum amount of $3,000. It may take us two years to use it, but we shall be very glad to continue along the same line next year and perhaps increase the number of inspectors.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. Abraham Flexner.

I have already sent you a report of the Scholarship Fund, which the General Education Board provided for this State. I am unable to revise that report at present, but the estimated amount used will not vary much from the statement made last February.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

May 12, 1922.

Honorable E. C. Brooks,
State Department of Education,
Raleigh, North Carolina.

My dear Mr. Brooks:-

I have your favor of May 9th, asking an extension of time during which the appropriation for high school supervision may be available to your department. The matter will be brought to the attention of our Board at its forthcoming meeting, May 25th.

Very sincerely yours,

AF/GMC

[5-9-22]

NC C249

INSPECTOR COUNTY PAGE

REPORT OF INSPECTION OF HIGH SCHOOLS BY PROFESSORS OF EDUCATION IN THE COLLEGES OF THE STATE. N. Carolina

INSPECTOR	COUNTY	SCHOOLS.
Mr. J. A. Wiley A & E College	Wake	7
	Vance	4
	Nash	9
	Total	20
Dr. A. P. Kephart N. C. C. W.	Guilford	14
	Rockingham	7
	Alleghany	4
	McDowell	4
	Caldwell	6
	Total	35
Dr. J. H. Cook N. C. C. W. College	Rowan	2
	Haywood	4
	Stanly	2
	Total	8
Dr. Q. A. Kuehner Lenoir College	Catawba	8
	Burke	5
	Lincoln	3
	Total	16
Mr. L. R. Meadows, E. C. T. C. Greenville, N.C.	Pitt	10
Mr. H. E. Austin E. C. T. C.	Martin	8
Mr. J. L. Leggett E. C. T. C.	Beaufort	6
	Total	24

INSPECTOR	COUNTY		SCHOOLS
Dr. Fraser Hood Davidson College	Iredell		4
	Mecklenburg		4
		Total	8
Mr. E. M. Highsmith Meredith College	Harnett		6
	Sampson		6
	Warren		4
		Total	16
Mr. L. Lea White Guilford College	Yadkin		4
	Davie		5
		Total	9
Mr. Holland Holton Trinity College	Granville		1
	Person		2
	Durham		3
		Total	6
Dr. W. C. Wicker Elon College	Randolph		4
	Davidson		7
	Alamance		1
	Lee		2
		Total	21
Dr. D. B. Bryan Wake Forest College	Northampton		8
	Franklin		5
	Halifax		8
		Total	21
Dr. R. W. Knight U. N. C.	Orange		4
Mr. L. H. Jobe U. N. C.	Moore		8
	Hoke		2
Dr. L. A. Williams U. N. C.	Cumberland		8
		Total	22

INSPECTOR	COUNTY	SCHOOLS.
Mr. R. H. Highsmith Meredith College	Harnett	6
	Sampson	6
	Warren	4
	Total	16

Number of inspectors----------16
Number of counties----------58
Number of schools inspected-------199

BOND
NEWLIN

NrC249

May 26, 1922

Dear Superintendent Brooks:

At a meeting of the General Education Board held May 25, 1922, the officers presented your letter asking that the unexpended balance of the $3,000 appropriated for the purpose of improving the supervision of high schools should be available to you for future work.

The following resolution was passed:

> RESOLVED, That the resolution of the Board, passed May 26, 1921, appropriating Three thousand Dollars ($3,000) to the State Department of Education of North Carolina to defray traveling and other necessary expenses during the fiscal year beginning July 1, 1921 of a selected group of persons from the colleges of the State, working under the direction of the State Department of Education, with a view to securing better supervision of high school work, be, and it hereby is, amended making the unused balance of the appropriation available during a period of two years, beginning July 1, 1922.

Very sincerely yours,

Superintendent E.C. Brooks
State Department of Education
Raleigh, North Carolina

AF/KEO

NC 249

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED MAY 31 1922 GENERAL EDUCATION BOARD

May 29, 1922.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:--

On my return to the office this morning I received your letter stating that the General Education Board had continued the appropriation of $3,000, made in 1921, to defray traveling and other necessary expenses of a selected group of persons from the colleges of the State, with a view to securing better supervision of high school work.

I have also received the notice that the salaries, traveling expenses, and stenographic assistance of the State agent for secondary education, State agent for rural schools (white) and the State agent for Negro rural schools, have been appropriated for the year commencing July 1, 1922.

I wish to thank the Board for its generous assistance.

Very sincerely yours,

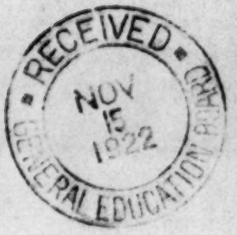
E. C. Brooks

State Superintendent Public Instruction.

NC249

Superintendent of Public Instruction
State of North Carolina
Raleigh

November 13, 1922.



Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Buttrick:--

The funds appropriated by the General Education Board for high school inspection by heads of the Departments of Education in the colleges of the State are about exhausted. We have received from the General Education Board on that appropriation $750.00. We have expended $728.78, leaving a balance on hand of $21.22.

The General Education Board, as I understood it, continued the appropriation of $3,000 until it is exhausted by the State Department in its plan of giving better inspection to the high schools of the State.

The colleges are giving more time this year than they could give last year and a good many of the men have already been on inspection tours and the amount due them is greater than the balance on hand. Therefore, I shall appreciate it if you will send for this purpose to be used this fall about $500.00. If it runs more than that I will notify you.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

November 15, 1922.

Honorable E. C. Brooks,
State Department of Education,
Raleigh, N. C.

My dear Mr. Brooks:

Your letter, addressed to Dr. Buttrick under date of November 13, has been referred to me.

The appropriation of $3,000.00 made by the General Education Board for the supervision of high school work, has been extended to June 30, 1924. Within a day or two, I shall mail you a check for $750.00.

I note that you state that you have expended $728.78. Could you send me a statement to this effect?

Cordially yours,

Financial Clerk.

EAB:MVP.

NC 249

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 30, 1924.

Dr. Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Rose:—

I should like to call your attention to the rapid growth of the public high schools in North Carolina, and to some urgent needs that have developed out of this expansion. Something of the development in this field is shown by the list of public high schools on the accredited list, and by the total number of high schools established and reporting in the State-

Date	Accredited High Schools	Total High Schools Reporting
1920	116	274
1921	112	308
1922	172	352
1923	254	450
1924	325(estimated)	525(estimated)

The enrollment in these high schools shows the same growth-

Year	Enrollment in Public High Schools For White People
1920	29,294
1921	33,076
1922	39,169
1923	50,045
1924	65,000(estimated)

We have been constantly building these institutions, but we must now consider the internal organization from the standpoint of economy and efficiency. The rapidity with which

this field has grown has made it necessary for many of these high schools to be organized by men with comparatively little high school experience. Many mistakes have been made especially in these four lines:

1. The selection of the course of study.
2. The assignment of the work to the teachers.
3. The employment of teachers without regard to their special fitness for the task.
4. The schedule of recitations.

There has been connected with this office a High School Inspector since 1907, through the generosity of the General Education Board. For the last three years we have also had considerable assistance from the college professors. For the last year Mr. L. L. Lohr has traveled out from the Cullowhee Normal School, and has done splendid work, advising with the high school principals and superintendents in the Western part of the State. We find it necessary for this high school man to go out into the field and spend two or three days at a time in a high school and to advise with the principal relative to the assignment of work to the teachers, to the organization of his course of study, and to the schedule of recitations and to other high school activities. We no longer place a high school on the accredited list unless it makes provision through laboratory equipment for teaching at least one science. We find it very difficult to get people who have had the kind of training that enabled them properly to organize a laboratory to put in this required science. They need advisory assistance along many lines that we are not now able to furnish.

In order to meet these growing needs, it seems that we need two additional advisors to high school principals and superintendents. I should like to have one to travel out from the Appalachian Training School in that section of the State, and one to travel out from the East Carolina Teachers College in that section of the State. I estimate that the cost of these two men would be as follows:

1. One high school advisor to travel out from the Appalachian Training School--

Salary.....	$3,300	
Expenses.....	1,200	$4,500

2. One high school advisor to travel out from the East Carolina Teachers College--

Salary.....	$3,300	
Expenses.....	1,200	$4,500
Total.....		$9,000

Superintendent of Public Instruction
State of North Carolina
Raleigh

#3...Dr. W. R.

I understand, of course, that the General Education Board is planning to go out of the high school field at the expiration of another year. If we can get these men in the field and at work this year, I will have a much better opportunity, I think, to present the matter to our Legislature, which meets in 1925, and to secure an appropriation to carry the work on, than I would have, if asking for new men.

If you desire any additional facts relative to this work, I shall be glad to furnish them to you.

Thanking you for many favors, and with every good wish, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

NC-249

Accounting of High School Supervision of High School Work in North Carolina

Superintendent of Public Instruction
State of North Carolina
Raleigh

December 12, 1924.

GEB DEC 22 1924

Mr. Ernest A. Buttrick, Auditor,
General Education Board,
61 Broadway, New York City.

My dear Mr. Buttrick:

In compliance with your letter of December second, Mr. Allen has directed us to forward to you an account of the General Education Board's appropriation for the supervision of high school work in North Carolina. This appropriation has been expended for traveling expenses incurred by the different departments of Education in the colleges of this State which have cooperated with this Department in the inspection of high schools.

A statement of this account, showing the date of expenditure, person to whom paid, and the amount paid is attached. We are also inclosing check payable to the General Education Board for $175.67 covering the unexpended balance.

Very truly yours,

C. D. Douglas,
Director of Finance.

Inclosures.

NC-249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 29, 1932

Mr. Leo M. Favrot
910 Louisiana Bank Building
Baton Rouge, La.

Dear Mr. Favrot:

In Re: Mr. H.L. Trigg

Mr. Trigg, who has been connected with the high school work in the Division of Negro Education for some years, was granted a fellowship and was away at Columbia University when the thirty per cent cut was imposed on this department. Of course, it was impossible to hold open a position for someone who was not on the ground when it was necessary to reduce the personnel of the people actually here and at work. Therefore, no provision could be made for Mr. Trigg's services with the department when he returns from Columbia next June.

I am suggesting, in case the General Education Board finds it possible, that they also take over the salary and travel of Mr. Trigg. As I understand the situation, Mr. Trigg's salary would have to be a little less than the salaries of the white people who have the same classification. They are now receiving $2325. I suggest, however, that the General Education Board make available the following amounts which under our present set-up will be subject to the approval of the Budget Bureau and the Director of the Personnel:

Salary	$2500.00
Travel	1000.00
Total . . .	$3500.00

Mr. Trigg will be back, as I understand it, the first of June and I should like very much for this grant, in case it is made, to begin as of June 1, 1932.

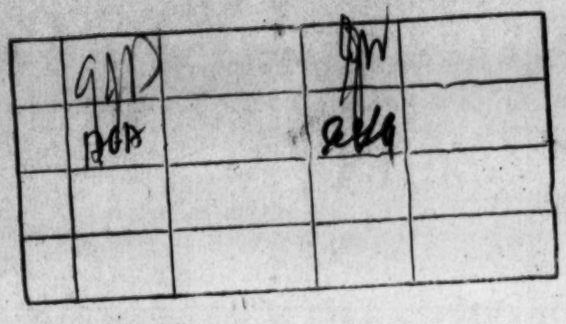
With high personal esteem and sincerest good wishes, I am

Very truly yours,

A.T. Allen
State Superintendent Public Instruction

AUG 25 1932

NC-249



April 26, 1932

My dear Superintendent Allen:

At a meeting of the General Education Board held April 14, 1932, the officers presented your letter of February 29, requesting an appropriation of $3,500 for the salary and traveling expenses of a special assistant for Negro high schools. It was pointed out that Mr. H. L. Trigg, who is now studying at Columbia University under a grant from the General Education Board, will be employed for this work commencing July 1, 1932.

I am authorized to inform you that the executive officers were given discretionary power to commit the Board to an appropriation to the State Department of Education of North Carolina for the purpose mentioned of $3,500, or so much thereof as may be needed, for the fiscal year beginning July 1, 1932, tentatively apportioned as follows:

For salary of director not more than	$ 2,500	
For traveling and other expenses not more than	1,000	$3,500

On receipt of word from you confirming the foregoing arrangements, the Auditor will attend to remitting the sums involved.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

✓ Rosenwald
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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

May 9, 1932

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

Soon after you wrote in regard to the appropriation made by the Board to help us continue Mr. Trigg's services, we wrote him informing him of the fact and I have just had a letter from him which shows his very keen appreciation. I have waited to hear from him before acknowledging receipt of your note.

I am sure you can understand how keenly we all appreciate this cooperation by the Board, and I am confident that Mr. Trigg, though he was well prepared before for this work, will now be even better prepared and will help to make an outstanding success of our high school program.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD.

NCN:P

AUG 25 1932

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

W.W.B. AUG 4 1932
FILING DEPT.

August 3, 1932

KEO KBO

Mr. W.W.Brierley
General Education Board
61 Broadway
New York City

My dear Mr. Brierley:

The fund to meet the appropriation made by your Board for the services and expenses of Mr. Trigg in this department has not yet arrived. I wonder if there is anything else that this department should do.

With high personal esteem and sincerest good wishes, I am

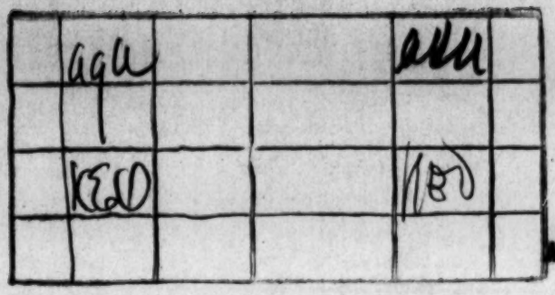
Very truly yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

AUG 25 1932

NC249



August 9, 1932

My dear Superintendent Allen:

Your letter of August 3 is received in Mr. Brierley's absence.

The Board's appropriation of $3,500, voted April 14, 1932, for the salary and expenses of Mr. Trigg, Special Assistant for Negro High Schools, was tentatively apportioned as indicated in Mr. Brierley's letter of notification to you of April 26, 1932, as follows:

For salary of Director not more than	$2,500
For traveling and other expenses not more than	1,000
	$3,500

No payments on account of these sums have been made for the reason that we have been waiting to hear from you as to whether the foregoing arrangements were satisfactory. If you will be good enough to advise us on this point, the Auditor will send you a remittance promptly.

Very truly yours,

GENERAL EDUCATION BOARD

By

IRENE E. GOLDEN

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

IEG MVK

NC 249

AUG 25 1932

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

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August 18, 1932

Mr. L.K. Frank
Associate Director of Education
General Education Board
61 Broadway
New York City

Dear Sir:

I have your letter of August 16th. The appropriation is entirely satisfactory to me. However, under the law in North Carolina I am not authorized to fix the salary. That is fixed by the Director of Personnel whether the money comes from a Foundation or from State funds. He may fix it at a figure a little below the appropriation, but he has not fixed it yet.

I should be very glad, therefore, if you would let us have one-fourth of the appropriation for the first quarter's work at your convenience.

Thanking you for many courtesies, I am

Very sincerely yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

32789

NC249

AUG 25 1932

August 18, 1932

My dear Superintendent Allen:

In the absence of Miss Golden I am acknowledging your letter of August 11. I note that Mr. Trigg has been working since the first of July, and we are therefore anxious to make payment on account of the Board's appropriation of $3,500 for his salary and expenses. You did not, however, mention whether the tentative apportionment indicated in Mr. Brierley's letter of notification of April 26, 1932, as follows:

For salary of Director not more than	$2,500
For traveling and other expenses not more than	1,000
	$3,500

2250

meets with your approval. As soon as we hear from you concerning this matter, arrangements will be made for payment.

Very truly yours,

LAWRENCE K. FRANK

Superintendent A. T. Allen
State Department of Education
Raleigh, North Carolina

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August 19, 1932

My dear Superintendent Allen:

I have your letter of August 18 concerning the salary and other expenses of the Special Assistant for Negro High Schools. I note that the salary is fixed by the Director of Personnel. We would appreciate hearing from you at the earliest possible moment the rate at which Mr. Trigg's salary is fixed and the allowance set for travel and other expenses.

In the meantime we are arranging with the Auditor to send you the first quarterly installment on the salary and travel allowance. The travel allowance is to be accounted for monthly.

The second quarterly installment cannot be sent until the information requested above is received.

Very truly yours,

LAWRENCE K. FRANK

Superintendent A. T. Allen
State Department of Public Instruction
Raleigh, North Carolina

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NC 249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

R	~~L.K.F.~~ SEP 2 1932			9/7/32
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Mr. L.K. Frank
General Education Board
61 Broadway
New York City

Dear Sir:

I am handing you herewith a copy of letter which I have received from Mr. Frank Dunlap, Director of Personnel, relative to the employment of Mr. H.L. Trigg. This fixes the authorization and the salary to be paid.

It is my purpose, after an interview with Mr. Jackson Davis, to ask for a thorough study on the part of the Personnel Division of all salaries paid by the General Education Board in this department.

With sincerest good wishes, I am

Very truly yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

COPY

August 25, 1932

Re: H.L. Trigg
Public Instruction

MEMORANDUM

From the Department of Personnel - To
Hon. Baxter Durham, State Auditor:

We wrote you on July 16th, approving the employment of H.L. Trigg, assistant educational supervisor, Department of Public Instruction up to July 1, 1932.

The permanent employment of this employee is now approved at the rate of $2250 per year, effective July 1, 1932. This salary is to be paid from funds of the General Education Board.

Frank L. Dunlap,
Director of Personnel.

CC: Mr. Henry Burke,
Budget Bureau

CC: Dr. A.T. Allen
Supt. Public Instruction

NC249

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September 7, 1932

My dear Superintendent Allen:

I observe from your letter to Mr. Frank of August 31 that Mr. Trigg's salary has been fixed at $2,250 per annum, effective July 1, 1932. Under the circumstances the sum which will be made available by the General Education Board for his salary and traveling expenses during the fiscal year 1932-1933 will be

For salary	$2,250
For travel and other expense not more than	1,000
	$3,250.

When remitting the next quarterly installment, the auditor will make the necessary adjustment.

We shall be interested to receive from you a statement of salaries being paid by the Personnel Division of the State Department to persons provided for by appropriations from the General Education Board.

Sincerely yours,

W. W. BRIERLEY

Superintendent A.T. Allen
Department of Public Instruction
Raleigh, North Carolina

WWB:KMD

MAY 18 1933

NC-249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 25, 1933

Atwks		4/27/33	hwks	4/27/33

Mr. W.W. Brierley, Secretary
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

In Re: High School Inspector for Colored Schools
(H.L. Trigg)

After Mr. Trigg finished his work at Columbia University, there was no appropriation with which to pay his salary, and the General Education Board very kindly authorized us to employ him a year or two. I hope your Board will see fit to carry his work for another two years with the following annual budget:

Salary	$2250
Travel	1000
Total	$3250

With high personal esteem, and thanking you for many favors, I am

Very sincerely yours,

A.T. Allen
State Superintendent Public Instruction

MAY 18 1933

NC-249

April 27, 1933

My dear Superintendent Allen:

I am acknowledging your three letters dated April 25, 1933, pertaining to the following:

1) High School Inspector for Colored Schools (Mr. Trigg) - continuation of his work for another two years +

2) Division of School Libraries - allocation for 1933-1934

3) Division of Information and Statistics - continuation of this division for two more years at the rate of $6,700 per annum.

In connection with item 1) you have no doubt by now received my letter of April 25 informing you that $3,250 was made available for the salary and travel and other expenses of the High School Inspector for Colored Schools. + for 1 year

Item 2) will have the attention of the officers, and item 3) will be brought to the attention of the Executive Committee at its next meeting, when I shall write you.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
Department of Public Instruction
Raleigh, North Carolina

WWB:KBO

JUL - 7 1933

NC-249

April 25, 1933

My dear Superintendent Allen:

I have the honor to inform you that at the meeting of the General Education Board held April 13, 1933, an appropriation of $3,250, or as much thereof as may be needed, was authorized to the State Department of Education of North Carolina for the salary and traveling expenses of a special assistant for Negro high schools for the fiscal year beginning July 1, 1933, apportioned as follows:

For salary	$2,250	
For traveling and other expenses, not more than	1,000	$3,250

You will note that this is a maximum grant. If there is any reduction of expense so that a lesser amount will be needed, the officers will expect to be notified in due time before the amount of the grant is released. Payments will be made as heretofore, or in such manner as may be determined by our Auditor when this appropriation becomes effective.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

(Original in N C 253)

NC-249

COPY

April 27, 1933

Dear Davis:

I enclose copies of letters I received this morning from Superintendent Allen of North Carolina asking for an appropriation for the continued support of the Division of Information and Statistics for two years and for the allocation of $5,775 for the Division of School Libraries for 1933-1934.

Inasmuch as the reduced state appropriation will make necessary a cut of 38 per cent. in the salaries of members of the state superintendent's staff, the question naturally arises whether the salary of the director of the division supported by the General Education Board should not also be reduced. Mr. Stevens has the feeling that otherwise the director of this division would certainly stand out as being a Board man. Is not the same true for the state agents for Negro rural schools.

In the case of Mrs. Douglas the salary suggested is in accord with the understanding reached when she was appointed as head of the Division of School Libraries. I mention it, however, not knowing whether changed conditions would warrant consideration of a modification of the original schedule.

In relation to Mr. Trigg, for whom the Board authorized a maximum appropriation of $2,500 for salary for 1932-1933, we have a letter from Superintendent Allen dated August 18, 1932, stating "under the law in North Carolina I am not authorized to fix the salary. That is fixed by the Director of Personnel whether the money comes from a Foundation or from State funds." Later, the Director of Personnel authorized a salary of $2,250 per year, effective July 1, 1932, which is the same amount made available by the officers for 1933-1934.

You may consider it advisable to write to Mr. Allen so as to be clear on this point before we present his recent request to the Executive Committee for continuation of the Board's support of the Division of Information and Statistics.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
804 Grace-American Building
Richmond, Virginia

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(Original in N C 253)

NC-249

HIGH SCHOOL SUPERVISOR

April 26, 1933

Mr. W. W. Brierley
General Education Board
61 Broadway, New York City

My dear Mr. Brierley:-

I am forwarding your letter of the 27th, with the enclosed copies of correspondence with Mr. Allen, to Mr. Davis at Hampton today. He does not expect to be in the office again for several days. He plans to be in Atlanta on Monday, May 1st, and will let us know from there just where to reach him. He said to address him in Atlanta Care Spelman. With best wishes,

Sincerely yours,

(Signed) E.N.WILLIAMSON

W

(Original in N C 253)

NC-249

HIGH SCHOOL SUPERVISOR

May 4 1933

Mr. W.W. Brierley
General Education Board
61 Broadway, New York City

My dear Brierley:

This is my first opportunity to reply to your letter of April 27 with copies of State Superintendent Allen's request for the Divisions of Information and Statistics, School Libraries and for Mr. Trigg's work as inspector of colored high schools. I have just got back to the office and put in a call to Mr. Allen. He is out, but will be back tomorrow at which time I will talk with him.

However, I talked with Messrs. Favrot and Hill, and also mentioned the matter to Mr. Arnett. It is our understanding that the salaries of the staff have not been reduced 38%, but that the total budget of the department has had to suffer a cut of 38%. Mr. Allen has adjusted this to protect his staff as much as possible. He requests that the salaries of the persons paid by the General Education be continued at the regular rate stated in his letters. They are all well-trained and capable persons and are not overpaid. Moreover, this action on our part will make it easier for Mr. Allen to restore the salaries of the persons now paid by the State to the former rate of compensation when the financial condition of the State improves.

With best wishes,

Cordially yours,

(Signed) JACKSON DAVIS

JDsM

COPY

(Original in N C 253)

NC-249

HIGH SCHOOL SUPERVISOR

May 5, 1933.

Dear Davis:-

In accordance with your letter of May 4th, we are including Mr. Allen's request for continued support of his Division of Information and Statistics in the docket for the Executive Committee. You will observe that in his letter to me of April 25th, he said "that the pressure for economy was so great, that they imposed upon our people a salary cut of 38% from what they received in 1931." I showed your letter to Mr. Stevens.

Very truly yours,

W. W. KEMBLEY

Mr. Jackson Davis,
504 Grace-American Building,
Richmond, Virginia

WWK GMC

NC-249

COPY

(Original in Ark 56)

G.E.B. 27 4M 9-32

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

G.E.B. No. 422
May 23, 1933

I-2626 - ASSISTANTS FOR DIVISIONS OF NEGRO EDUCATION

At the meeting of the Board held April 13, 1933, the following resolution was adopted:

> RESOLVED, That the sum of Twelve thousand five hundred Dollars ($12,500), or as much thereof as may be needed, be, and it hereby is, appropriated for the employment of assistants for the divisions of Negro education in Southern state departments of education which are supported in whole or in part by appropriations from the General Education Board, said sum to be available during the fiscal year beginning July 1, 1933, the details connected therewith to be determined by the executive officers after consultation with the authorities of the state departments of education concerned, the appropriation to be charged to current income.

Pursuant to the foregoing resolution, the executive officers hereby release the following sums totaling $9,000 to the state departments of education of Arkansas, Mississippi and North Carolina for the employment of assistants for the divisions of Negro education during the fiscal year beginning July 1, 1933:

Arkansas - Director of Teacher Training for Negroes				
	Salary	$2,250		
	Travel and other expenses, not more than	750	$ 3,000	
Mississippi - Director of Teacher Training for Negroes				
	Salary	$2,000		
	Travel and other expenses, not more than	750	2,750	
North Carolina - Special Assistant for Negro High Schools				
	Salary	$2,250		
	Travel and other expenses, not more than	1,000	3,250	$9,000

Payments on account of the sums herein released are to be made by the Auditor as heretofore, or in such manner as may be determined when the appropriations become effective.

Approved W. W. BRIERLEY
Secretary

DAVID H. STEVENS
Vice-President

TREVOR ARNETT
President

IKB MVK

NC-249

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)
NEW YORK

WWB JUN 14 '35 JUN 14 '35 Ja

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.

June 13, 1935

Dear Mr. Brierley:

State Superintendent Erwin, of North Carolina, has written announcing that he has secured an appropriation from the General Assembly assuring a continuation of the library service carried on for the past five years by a grant from our Board. His letter contains an inquiry as to whether under these conditions we might be willing to give assistance in the employment of a worker for library service in the Negro schools. We declined some time ago to do this and I have written Mr. Erwin that even though the situation may be changed we were not in position to do anything this late in the session.

I was with Mr. Newbold yesterday and he told me that the State had made provision for the services of Mr. H. L. Trigg in the Negro division. You may recall that all members of the Negro division in North Carolina except Mr. Newbold and Mr. Ferguson were formerly paid by the State. When the State cut the appropriation so seriously some two years ago at the earnest request of Superintendent Allen we included the support of Mr. Trigg in our budget, have been carrying him ever since and have made provision for him for next session. I just want to call your attention to what Mr. Newbold said and inquire whether Superintendent Erwin has notified you that he would not need the appropriation for Mr. Trigg's salary and travel.

Sincerely yours,

Leo M. Favrot

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York
LMF:LC

NC-249

JUL 17 1935

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	CAW				

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 13, 1935

Mr. Leo M. Favrot,
804 Grace American Building,
Richmond, Virginia.

Dear Mr. Favrot:

I have delayed writing you in regard to the appropriations which the General Education Board has been good enough to make to assist us in carrying on the work of the Department of Public Instruction. It was my hope that the State might take over the salary and expenses which the General Education Board has been paying recently for Mr. H. L. Trigg, in the Division of Negro Education. The Legislature, however, granted only about two-thirds of the additional sums which I requested for the Department, and it seems now this will make it impossible for us to take over the salary of Mr. Trigg this year.

Sometime ago I wrote you, requesting an appropriation for the employment of an assistant in our Library Division, this assistant to be a well-trained Negro woman, who would assist in organizing and directing libraries in the public schools for Negroes in this State.

While we would be exceedingly happy to have the General Education Board assist us in the matter of a library assistant, as indicated, I am forced to request that the Board continue, if possible, the appropriation made the last two years for Mr. H. L. Trigg's salary and expenses. In this connection, an institution in another state has offered Mr. Trigg a very much larger salary than he has been receiving in this Department. In my judgment, he prefers to work in North Carolina, continuing the fine service which he has rendered, and also I feel that it would be a very great loss to our work in this State if he should feel that, in justice to his family, he must accept the position offered in another state because of the increased income which it offers.

The Legislature, which recently adjourned, made it possible to increase the salaries of teachers and all state employees. In view of this, do you think it would be possible for the General Education Board to make an increase of a like amount - that is, twenty percent, in the salary for Mr. Trigg, in the event your Board is good enough to continue assisting us in taking care of his salary and expenses? We are increasingly grateful to the General Education Board for the material aid which it has given in our educational work.

With cordial good wishes, I am

Very sincerely yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

NC-249

JUL 17 1935

June 17, 1935

My dear Mr. Erwin:

This will acknowledge receipt of your letter of June 13 concerning the salary and expenses of Mr. H. L. Trigg in your Division of Negro Education.

I note the statement in the last paragraph of your letter to the effect that your Legislature had made it possible to increase the salaries of teachers and state employees in North Carolina by 20 per cent and that you wondered whether the General Education Board could make an increase of a like amount in the salary of Mr. Trigg. In view of the fact that the appropriation for the support of the Divisions of Negro Education in the several states was made at the Board's meeting in April, I do not know that it will be possible for us to grant your request. However, I shall take this up with my fellow officers in New York.

With cordial good wishes,

Yours sincerely,

Superintendent Clyde A. Erwin
State Department of Education
Raleigh, North Carolina

RDFwLG

JUL 17 1935

NC-249

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)
NEW YORK

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.

June 17, 1935

Dear Mr. Brierley:

I am enclosing a letter just received from Superintendent Clyde A. Erwin. You will observe that he answers the question concerning the salary and expenses of Mr. H. L. Trigg of the Division of Negro Education, about which I wrote you last week. He states definitely that it would be impossible for the State Department to take over Mr. Trigg's salary this year.

You will note his request in the last paragraph of his letter for the GEB to increase Mr. Trigg's salary by 20 per cent. In our April Board docket we allowed $2,250. A 20 per cent increase would mean $450 more, or a total of $2,700. We still have a margin in the fund appropriated for Divisions of Negro Education. I shall be glad to discuss this matter with Mr. Arnett when I come up Thursday.

Sincerely yours,

Leo M. Favrot

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York

LMF:LC
ENC.

NC-249

JUL 17 1935

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)
NEW YORK

WWB 7/10 to Supt. Erwin

LEO M. FAVROT, GENERAL FIELD AGENT
916 LOUISIANA NATIONAL BANK BUILDING
BATON ROUGE, LA.

July 1 1935

My dear Mr. Brierley:

I have your letter of June 27 concerning the request of Superintendent Erwin of North Carolina for an increase in Mr. Trigg's salary.

Mr. Trigg is a very valuable man. I learned from Mr. Newbold that he was recently offered a much better position in another state. If the twenty per cent. increase to bring his salary to $2,700 a year does not make too great inroads upon the margin in the appropriation for state agents, I should like to recommend it. Trigg is certainly worth that much to the State of North Carolina and to the cause of Negro public education in the South.

Cordially yours,

Leo M. Favrot

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

LMF*FM

Copy to Richmond office

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FORM 884

JUL 17 1935

NC-249

June 27, 1935

Dear Favrot:

When you were here last week we overlooked talking with Mr. Arnett and Mr. Stevens about correspondence with Superintendent Erwin of North Carolina concerning an increase in Mr. Trigg's salary. You will recall that the amount requested by former Superintendent Allen in 1932 was $2,500 per annum. Later his salary was fixed by the Director of Personnel at $2,250, and it has been continued at this figure to June 30, 1935. An increase of twenty per cent. would bring his salary to $2,700. There is, of course, leeway in the appropriation for state agents to provide for the increased sum. However, do you think it advisable to fix his salary at $2,500 or do you think we should grant the request and increase it to $2,700?

Sincerely yours,

W. W. BRIERLEY

Mr. Leo M. Favrot
807 Grace-American Building
Richmond, Virginia
Mailed to Baton Rouge
WWB:KEO

351115

Copy to Baton Rouge

JUL 11 1935

NC-249

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G.E.B. 35-005
July 9, 1935

I-2825 NORTH CAROLINA STATE DEPARTMENT OF EDUCATION - NEGRO ASSISTANT IN THE DIVISION OF NEGRO EDUCATION

From the appropriation of $127,890 voted April 11, 1935, sums aggregating $126,140 have been allocated to state departments of education of fourteen states for support of state agents, assistant state agents, and Negro assistants, leaving a balance of $1,750 unallocated.

For Mr. H. L. Trigg, the Negro assistant in North Carolina, $2,250 was allocated for salary for the fiscal year beginning July 1, 1935, and $1,000 for travel. (See O.A. 759 dated April 15, 1935.) In a letter dated June 13, 1935, Superintendent Erwin asks that the allowance for salary be increased by twenty per cent., which amounts to $450, making Mr. Trigg's salary for the year $2,700. Mr. Favrot approves of acting favorably on this request. Superintendent Erwin states that Mr. Trigg has rendered fine service, and is valuable to the cause of Negro public education in North Carolina. This increase would place Mr. Trigg on a par with other members of the department, all of whom are receiving a twenty per cent. increase.

The executive officers hereby allocate from appropriation I-2825 to the State Department of Education of North Carolina the sum of $450 to increase the salary of Mr. H. L. Trigg, Negro assistant in the division of Negro education, from $2,250 to $2,700 for the fiscal year beginning July 1, 1935.

Approved: W. W. Buckley
Secretary

David H. Stevens
Vice-President

WWB:GW

JUL 17 1935

G.J.B. - Mail

NC-249

July 10, 1935.

My dear Mr. Erwin:

With further reference to your letter of June 13, 1935, which was acknowledged by Mr. Lee M. Favrot under date of June 17, 1935, it gives me pleasure to advise you that the officers have approved an increase in the salary of Mr. H. L. Trigg, Negro assistant in the division of Negro education, from $2,250 to $2,700 for the fiscal year beginning July 1, 1935.

Very truly yours,

W. W. BRIERLEY

Honorable Clyde A. Erwin,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/GMC

351115

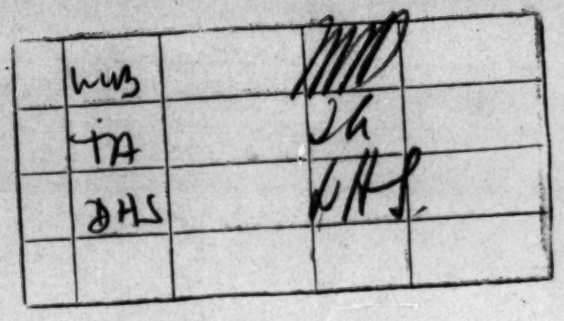
C/C to J.D. & L.M.F.

NC-249

FEB 18 1936

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 14, 1936



Mr. Leo M. Favrot
Louisiana National Bank Building
Baton Rouge, La.

Dear Mr. Favrot:

Enclosed herewith is a letter from Dr. N.C. Newbold including a recommendation for the continuance of the work done by Mr. H.L. Trigg during his leave of absence with the United States Office of Education in Washington. It seems to me that Dr. Newbold has worked out a most satisfactory plan for the continuance of this work, and I wish to give the plan my hearty endorsement and approval. I hope you may find it possible to give a favorable recommendation to the proper officials of the General Education, and that we may receive permission for the continuance of this work for the remainder of the year on the basis outlined.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

FEB 18 1936

NC-249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 13, 1936

Mr. Leo M. Favrot
Louisiana National Bank Building
Baton Rouge, La.

Dear Mr. Favrot:

As you will recall, I spoke to you a few days ago about Mr. Trigg's leave of absence. He is on leave until June 30, 1936, and is serving with the United States Office of Education in Washington. He is assisting in the study that office is making on the subjects of Vocational Education and Guidance in Negro High Schools.

In order to keep in close touch with our high school program in North Carolina, we are proposing a plan of cooperation with eight of our Negro colleges as a substitute for the services which Mr. Trigg has rendered. This plan is approved by our staff, and Superintendent Erwin has given it his blessing. It is for the period of Mr. Trigg's leave - until June 30, 1936.

As you will note, we are using the remainder in the allotment made for Mr. Trigg by the General Education Board for the school year 1935-1936.

Will you bring this request to the attention of the proper officials of the General Education Board and advise us of their action as early as possible.

Copy of the plan which we are proposing is attached to and forms a part of this letter.

All the persons we are recommending for this work have had personal experience in high school work, some as principals, and all have the Masters Degree with additional training except two, who are approximating that degree, and who have had long and successful experience.

If this plan is approved by your Board and the colleges, we propose to bring the men who are to do the work to Raleigh for a full day's study of the entire program, with the use of maps, mimeographed data, and other suitable material. We shall be glad to hear from you.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold

P. S. We are attaching an additional copy of this letter for your use.

NC-249

FEB 18 1936

SUGGESTED SCHEME FOR INSPECTION OF NEGRO HIGH SCHOOLS IN NORTH CAROLINA

SPRING SEMESTER, 1936

Institution	Name of Inspector	No. of Cos.	Number of High Schools Applying: Accredited	Applying for rating in 1936	non std	Time Required	Salary	Expense
A. & T. College Greensboro, N.C.	W. T. Gibbs	9	18	1	10	11 Days	5 mos. @$28,	$140 $ 30.00
State Normal Elizabeth City, N.C.	S. D. Williams	16	21	1	7	18 "	5 mos. @$40,	200 50.00
State Normal Fayetteville, N.C.	J. B. MacRae	12	16	4	14	18 "	5 mos. @$40,	200 50.00
J. C. Smith Univ. Charlotte, N.C.	W. C. Donnell	14	10	4	9	18 "	5 mos. @$38,	190 60.00
Livingstone College Salisbury, N. C.	I. H. Miller	6	7	1	6	9 "	5 mos. @$20,	100 20.00
N. C. College for Negroes, Durham, N.C.	James T. Taylor	8	11	1	2	10 "	5 mos. @$25,	125 35.00
Shaw University Raleigh, N.C.	**Nelson H. Harris	10	22	3	5	28 "	5 mos. @$51,	255 55.00
Teachers College Winston-Salem, N.C.	E. A. Cox	8	10	1	4	11 "	5 mos. @$28,	140 30.00
Total		83	115	15	57	123		$1350 $330.00

* Note 1. Each inspector will visit every accredited and non-accredited high school in his particular district at least one time. Those schools which are applying for the accredited rating this year will be visited two or more times.

** Note 2. Mr. Nelson H. Harris of Shaw University, Raleigh, North Carolina, will be responsible for summarizing the reports and other details in connection with this aspect of the work in the State Department office. Additional compensation is requested on this basis.

***Note 3. This arrangement will give an opportunity for a fairly complete check-up of the entire high school situation in at least eighty-three counties (very small Negro population in the other seventeen counties) which we believe will prove of genuine value to us. It will serve also to promote consolidation in fifteen to twenty counties where surveys have already been made, and in other counties where surveys should be made this spring.

FEB 18 1936

NC-249

COPY

January 17 1936

My dear Superintendent Erwin:

I have just received your letter of January 14 and one from Mr. Newbold recommending a plan for the continuance of Negro high school inspection in North Carolina during the temporary absence of Mr. H. L. Trigg of your Department.

While you have not stated the time of beginning of Mr. Trigg's leave, I am assuming that the date is January 1, 1936. I presume that it is correct to assume also that prior to January 1, 1936, Mr. Trigg had not spent in excess of $670 of his expense allowance.

On the basis of these two assumptions, I am referring the matter to the Richmond office of the General Education Board.

Will you kindly write Miss Irene E. Golden, 807 Grace-American Building, Richmond, Virginia, verifying the assumptions I have made with respect to the date of beginning of Mr. Trigg's absence and the amount available of his traveling expense allowance for the period of his leave of absence?

Very cordially yours,

(SIGNED) LEO M. FAVROT

Superintendent Clyde A. Erwin
State Department of Education
Raleigh
North Carolina

LMF*FM

Copy to New York, Mr. W. W. Pierley
" " Richmond, Miss Irene E. Golden

FEB 18 1936

NC-249

COPY

January 17 1936

My dear Superintendent Erwin:

I have just received your letter of January 14 and one from Mr. Newbold recommending a plan for the continuance of Negro high school inspection in North Carolina during the temporary absence of Mr. H. L. Trigg of your Department.

While you have not stated the time of beginning of Mr. Trigg's leave, I am assuming that the date is January 1, 1936. I presume that it is correct to assume also that prior to January 1, 1936, Mr. Trigg had not spent in excess of $870 of his expense allowance.

On the basis of these two assumptions, I am referring the matter to the Richmond office of the General Education Board.

Will you kindly write Miss Irene E. Golden, 807 Grace-American Building, Richmond, Virginia, verifying the assumptions I have made with respect to the date of beginning of Mr. Trigg's absence and the amount available of his traveling expense allowance for the period of his leave of absence?

Very cordially yours,

(SIGNED) LEO M. FAVROT

Superintendent Clyde A. Erwin
State Department of Education
Raleigh
North Carolina

LMF-FM

Copy to New York, Mr. W. W. Pierley
" " Richmond, Miss Irene E. Golden

NC-249

FEB 18 1936

COPY OF TELEGRAM

JANUARY 17 1936

Mr. JACKSON DAVIS
807 GRACE-AMERICAN BUILDING
RICHMOND
VIRGINIA

PLEASE NOTE NEWBOLD'S REQUEST DATED JANUARY THIRTEEN RELATIVE TO DIFFERENT ALLOCATION OF FUNDS FOR CARRYING ON TRIGG'S WORK DURING HIS SIX MONTHS LEAVE OF ABSENCE STOP I APPROVE IT AND AM FORWARDING TODAY COPY OF MATERIAL TO BRIERLEY TO SHOW MR. ARNETT BEFORE HE LEAVES STOP PERHAPS YOU WILL WANT MISS GOLDEN TO PREPARE AUTHORIZATION AM SENDING HER COPY ERWIN'S LETTER AND MY RECOMMENDATION IN THE MATTER STOP SEE MRS. OLSON UNIVERSITY OF FLORIDA DEMONSTRATION SCHOOL.

LEO M. FAVROT

CHARGE TO:
GENERAL EDUCATION BOARD
916 LA. NAT'L. BANK BLDG.

Copy to Mr. W. W. Brierley

" " Miss Irene E. Golden

FEB 18 1936

NC-249

INTERVIEW AND CORRESPONDENCE

Mr. N. C. Newbold and Superintendent C. A. Erwin of North Carolina with Leo M. Favrot

Re: Plan for continuance of inspection of high schools for Negroes in North Carolina during temporary absence of Mr. H. L. Trigg of the State Department of Education, Raleigh

On January 4, 1936, in New Orleans, Louisiana, Mr. N. C. Newbold told LMF that Mr. H. L. Trigg, Assistant in the Negro division of the State Department of Education, in charge of supervision of Negro high schools in North Carolina, had been invited to participate in a study directed by the United States Office of Education in Washington. Mr. Trigg was granted leave of absence by the State Department of Education for this work. Mr. Newbold expressed the opinion that the high schools of the state would be handicapped without some supervision during Mr. Trigg's absence and proposed a plan whereby competent persons connected with several higher institutions of learning in North Carolina should supervise this work within counties easily available to these institutions. He wished to know whether the Board would finance the project on this basis in lieu of paying the salary and expenses of Mr. H. L. Trigg.

LMF suggested that Superintendent Clyde A. Erwin of North Carolina present the request in writing and that the officers of the General Education Board would give it careful consideration. Herewith inclosed is the plan showing the state divided into eight districts of from six to sixteen counties with a total of 187 accredited and non-accredited high schools to be visited by the eight proposed inspectors. It is estimated that the time required for this service will be 123 days and the salary involved $1,350, or one-half the annual salary provided for Mr. Trigg. The estimated traveling expense for this service is $330.

The argument was presented by Mr. Newbold that this method of handling Mr. Trigg's work during his absence would give the selected members of the faculties in the schools concerned an opportunity to acquire first-hand knowledge of the high schools within their allotted districts. The reports on these schools received by the State Department would correspond fully to the type of work done ordinarily by Mr. Trigg. The expense of travel would be somewhat less than required by Mr. Trigg because of the shorter distances that each of the men would travel from base.

It is therefore recommended that the officers of the General Education Board authorize the expenditure of the allotment for the salary of Mr. H. L. Trigg for the period beginning January 1, 1936, and ending June 30, 1936, to the individuals named and connected with the institutions well distributed geographically to serve the State of North Carolina. It is also recommended that the traveling expense amounting to $330 be allowed in accordance with the plan submitted by Superintendent Erwin and Mr. Newbold.

January 17, 1936 Leo M. Favrot

L. M. F.

NC-279

FEB 18 1936

GENERAL EDUCATION BOARD
FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)
NEW YORK

LEO M. FAVROT, GENERAL FIELD AGENT
916 LOUISIANA NATIONAL BANK BUILDING
BATON ROUGE, LA.

January 17 1936

Dear Mr. Brierley:

The inclosed is self-explanatory. It calls for approval by the officers of a different expenditure of the funds for Mr. Trigg's salary and expenses during his temporary absence from North Carolina for the period from January 1, 1936, to June 30, 1936.

I am wiring Jackson Davis, who has a copy of this material, asking him to examine the plan with a view to approving it before he leaves for North Carolina Monday, and requesting him to have Miss Golden to prepare the necessary authorization if it meets with his approval. Will you kindly show this to Mr. Arnett and communicate with Miss Golden concerning the whole matter?

Very cordially yours,

Leo M. Favrot

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, N. Y.

LMF*FM

Inclosure

Copy to Miss Golden

FEB 18 1936

NC-249

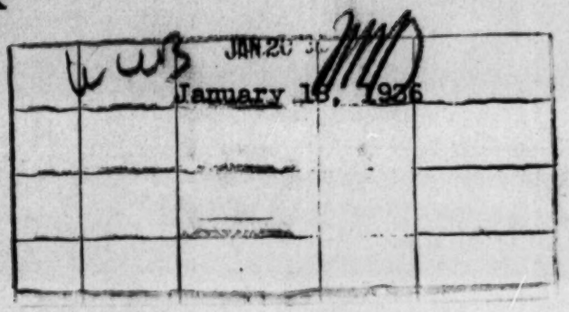
GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED 1903)

NEW YORK

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.



Dear Brierley:

You have probably received by this time the request from Superintendent Erwin for reallocation of the balance remaining in the Board's appropriation for the salary and expenses of Mr. H. L. Trigg, assistant to Mr. Newbold. Mr. Favrot has wired you his approval. While the purpose of the request is good, it hardly seems to me the kind of arrangement that would fall under the appropriation made for the state agents and assistants through the state department of education. Favrot did not go into the matter fully with me although he mentioned it. I am to be in Chapel Hill on Monday with Odum and I have asked Newbold to meet me there. I shall write or wire you after I have talked with him about this matter.

Cordially yours,

Jackson Davis

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York

IEG:LC

NC-249

FEB 18 1936

January 21, 1936

Memorandum re H.L. Trigg, Assistant in the Division of Negro Education in North Carolina, in charge of the supervision of Negro high schools.

The attached correspondence relates to Mr. Trigg.

1) Mr. Trigg has been invited by the United States Office of Education to participate in a study, and has been granted a leave of absence by the State Department authorities from January 1 to June 30, 1936.

2) Mr. Newbold has proposed a plan which the State Superintendent has approved whereby competent persons connected with several institutions of higher learning of North Carolina would supervise the work in Mr. Trigg's absence. (8 individuals concerned)

3) The GEB is asked to finance the project on this basis in lieu of paying the salary and travel of Mr. Trigg. The suggested scheme provides for the use of $1,350 for salary of the 8 individuals, which is the equivalent of the salary Mr. Trigg would receive for the six months' period. The Board is also asked to make available the balance in Mr. Trigg's travel account, approximately $330, for the travel of the individuals mentioned.

4) The resolution adopted by the Board on April 11, 1935, from which the salary and travel for Mr. Trigg were allocated states: "for the salaries and traveling expenses of state agents, assistant state agents, and Negro assistants for rural schools for Negroes connected with state departments of education in the southern states during the fiscal year beginning July 1, 1935." Under the terms of the Board's resolution the officers do not have authority to make available the sum required to finance the scheme presented by the State Superintendent of North Carolina.

WWB

KEO

FEB - 4 1936

NC-249

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED 1903)

NEW YORK

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.

January 25, 1936

WWB(P)

WWB

JAN 27 '36

Dear Mr. Brierley:

In accordance with Mr. Favrot's letter of January 17 Superintendent Erwin has sent me the enclosed letter in regard to Mr. Trigg. I am keeping a copy of it here. As you know, Mr. Davis was planning to see Mr. Newbold on Monday about this matter and was either to write or wire you his decision. If there is anything I am supposed to do in this connection, I shall appreciate hearing from you.

Sincerely yours,

Jane E. Golden

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York

IEG:LC
Enc.

FEB - 4 1936

nc. 249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

A	249	1/25/36	249	1/25/36
	January 24, 1936		WWB	(P)

Miss Irene E. Golden
807 Grace-American Building
Richmond, Virginia

Dear Miss Golden:

You have probably seen copy of a letter written to me on January 17 by Mr. Leo M. Favrot. In response to that I am writing to say that Mr. Trigg's leave of absence began on January 1, 1936. Also, the exact amount of the expense allotment which Mr. Trigg spent from July 1, 1935 to January 1, 1936 is $669.60.

I am very sorry we failed to give this information to Mr. Favrot in the letter of January 14.

Very sincerely yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent of Public Instruction

FEB - 4 1936

NC-249

January 25, 1936

Dear Superintendent Erwin:

Thank you very much for your letter of January 24 giving the information Mr. Favrot requested concerning Mr. Trigg's leave of absence and the exact amount expended by him during the six months period commencing July 1, 1935. We are glad to have this information in connection with the request now before the officers for a re-allocation of the Board's grant. In due course you will receive formal notice as to the action taken.

Sincerely yours,

IRENE E. GOLDEN

Assistant to Mr. Davis

Superintendent Clyde A. Erwin
State Department of Education
Raleigh
North Carolina

IEG:LC

(Original in 642)

NC-249

COPY

WESTERN UNION

January 27, 1936

W. W. Brierley
General Education Board, 49 West 49th Street, NYK

OUR ITINERARY DEMPSEY HOTEL MACON MONDAY FORT VALLEY UNTIL NOON TUESDAY GAINESVILLE FLORIDA THOMAS HOTEL WEDNESDAY NIGHT THURSDAY MORNING TELL MISS EVANS RICHMOND OFFICE SENDING TWO DOCKET ITEMS FOR SMALL ALLOCATIONS FROM FAVROT ARNETT APPROVES PLEASE CIRCULATE WITH ANY CHANGES YOU AND STEVENS MAKE DEFER TUSKEGEE REQUEST NEWBOLDS SUGGESTION IMPRACTICABLE GOOD TRIP ATLANTA GREETINGS TO ALL

JACKSON DAVIS

(Original in Ala 42)

NC-249

COPY

January 27, 1936

Dear Jack:

* * * * * * * * * 647

I received your telegram this morning. The two docket items from Mr. Favrot will have prompt attention when they reach the office.

I note that consideration of the Tuskegee request is to be deferred, and that the proposal submitted by Mr. Newbold regarding Mr. Trigg is considered impracticable. Concerning the latter item, I assume that the material I handed Mr. Arnett is on its way back, and that I am to write the State Superintendent apprising him of this decision unless I hear from you to the contrary.

With all good wishes to you and Mr. and Mrs. Arnett, I am

Sincerely yours,

W. W. BRIERLEY

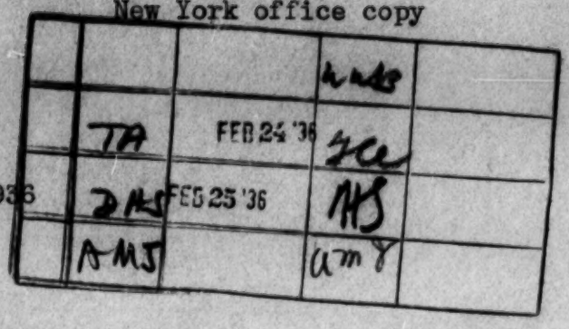
Mr. Jackson Davis
Las Olas Inn
Fort Lauderdale, Florida

WWB:KEO

NC-249

FEB 26 1936

New York office copy



COPY

January 27 1936

Dear Superintendent Erwin:

The officers of our Board have considered your request regarding an allocation of the salary of Mr. Trigg to enable you to have members of the faculty of several institutions visit Negro high schools in North Carolina. I am sorry to say that the officers do not consider it practicable to grant this request as the appropriation for Mr. Trigg's salary and expenses was made to be allocated in a specific way.

I regret very much that we have to disappoint you in this matter.

Very sincerely yours,

(SIGNED) LEO M. FAVROT

Superintendent Clyde A. Erwin
State Department of Education
Raleigh
North Carolina

LMF*FM

Copy to Mr. N. C. Newbold

Copy to Richmond office

NC-249

MAR 3 1936

	LM7	2/18/36	LM7	
✓	189	for Offices' authorization		
	WMC		WMC	2/29/36
	DHS		DHS	
	TA		TA	

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 17, ~~1936~~

Mr. Leo M. Favrot
807 Grace-American Building
Richmond, Va.

Dear Mr. Favrot:

Since the General Education Board did not see its way clear to approve our previous suggestion for taking care of the work carried on by Mr. Trigg, I am writing now for your approval of another arrangement.

We hope to secure Mr. Nelson H. Harris who is now and has been for some time an instructor in Shaw University. He is head of the Department of Education and is concerned particularly with the training of high school teachers. Mr. Harris is a graduate of Virginia Union University in Richmond. In addition, he has studied at the University of Michigan, has passed preliminary examinations for the doctor's degree and completed all residence work required for that degree. He is now writing his dissertation on the subject "An Appraisal of North Carolina's Provision for Furnishing Negro High School Teachers".

If arrangements can be worked out with the President of Shaw University, and that appears possible, we would like for Mr. Harris to begin work the first of March and serve until Mr. Trigg's return, on or about June 30, 1936.

With best wishes and kindest personal regards, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

approved L.M.F. E.C. W.H.T. J.A.

MAR 3 1936

NC-749

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)

NEW YORK

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.

WWB FEB 24 36

February 21, 1936

WWB 2/29/36 to Supt. Erwin

Dear Brierley:

I am enclosing a letter from Superintendent Erwin in which he asks our consideration of a proposal to substitute Mr. Nelson H. Harris for Mr. Trigg during the period March 1 through June 30, 1936. Favrot and I approve and if you and David do we shall appreciate your notifying Superintendent Erwin promptly.

With cordial regards and looking forward to seeing you all next week,

Sincerely yours,

Jackson Davis

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York

JED:LC
Enc.

FEB 29 1936

Charge to the account of ~~GENERAL EDUCATION BOARD~~ $

CLASS OF SERVICE DESIRED

DOMESTIC		CABLE	
TELEGRAM		FULL RATE	
DAY LETTER	X	DEFERRED	
NIGHT MESSAGE		NIGHT LETTER	
NIGHT LETTER		SHIP RADIOGRAM	

Patrons should check class of service desired; otherwise message will be transmitted as a full-rate communication.

WESTERN UNION

R. B. WHITE, PRESIDENT
NEWCOMB CARLTON, CHAIRMAN OF THE BOARD
J. C. WILLEVER, FIRST VICE-PRESIDENT

CHECK

ACCT'G INFMN.

TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

FEBRUARY 29, 1936

SUPERINTENDENT CLYDE A. ERWIN
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH NORTH CAROLINA

IF NEGOTIATIONS ARE CONSUMMATED FOR TEMPORARY APPOINTMENT OF NELSON HARRIS TO SERVE DURING TRIGG'S ABSENCE SUCH PLAN WOULD BE SATISFACTORY TO THE OFFICERS LETTER FOLLOWS

W.W. BRIERLEY

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE.

FORM 634

MAR 3 1936

NC-249

GBB	Mail	M.
AGA		
HSH		
LBO.		

February 29, 1936

My dear Superintendent Erwin:

The officers note from your letter of February 17th to Mr. Favrot that arrangements are being made with the President of Shaw University for the release of Mr. Nelson H. Harris to serve as Negro high school supervisor from March 1st until Mr. Trigg's return on or about June 30, 1936. We would be glad to receive advice when negotiations have been consummated for the release of Mr. Harris and the precise date he commences his duties, so that the Auditor may make arrangements for payment.

Sincerely yours,

W. W. BRIERLEY,

Superintendent Clyde A. Erwin
State Department of Public Instruction
Raleigh, North Carolina

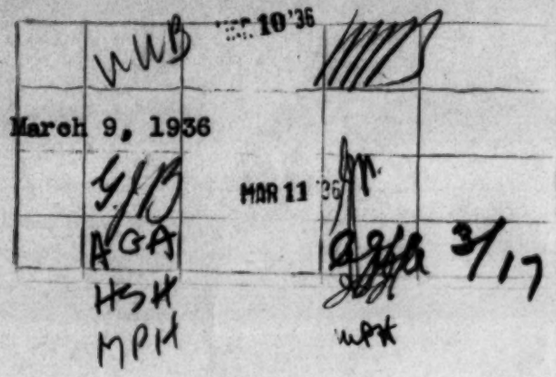
WWB:KEO

COPIES TO JD & LMF

MAR 31 1936

NC-249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH



Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York, N. Y.

My dear Mr. Brierley:

I thank you for your letter of February 29. Mr. Nelson H. Harris will begin work tomorrow, March 10, 1936, to serve as High School Inspector in the absence of Mr. H. L. Trigg.

Owing to the absence of President Nelson all this week, it is not possible to complete a few details concerning the length of time Mr. Harris may be able to serve and some other details concerning his former work at Shaw University. As soon as Dr. Nelson returns we shall complete these details and advise you promptly.

With best wishes, I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

FORM 66

NC-249

MAIL

GJB		
WWB	MAR 17 '36	
HSH	MAR 18	
MPH		

CWW

March 17, 1936

My dear Mr. Erwin:

We thank you for your letter of March 9, informing us that Mr. Nelson H. Harris on March 10, 1936, commenced his duties as High School Inspector during the absence of Mr. H. L. Trigg, whose leave of absence began as of January 1, 1936.

We have forwarded you the sum of $675 for the Inspector's salary during the months of January, February, and March. Inasmuch as Mr. Harris's salary from March 10 to June 30 will amount to $832.50, there is a balance of $157.50 due the State Department of Education, which will be remitted on the first of June. Funds for travel will be sent monthly as heretofore.

Very truly yours,

ARTHUR G. ASKEY

Mr. Clyde A. Erwin
State Department of Education
Raleigh, North Carolina

AGA:MPH

Copies to JD and LMF

SEP 30 1936

NC-249

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

ATLMS	AUG 10 '36		WMS	8/26/36
	August 8, 1936			

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, N. Y.

Dear Mr. Brierley:

Last winter after the United States Office of Education requested us to release Mr. H. L. Trigg for service with the United States Office of Education in making a study of Vocational Education and Guidance of Negroes until June 30, 1936, we requested through you the privilege of employing Mr. Nelson H. Harris of Shaw University to serve as a member of our staff during Mr. Trigg's absence. We appreciated the approval of the Board which came to us through you.

Dr. J. W. Studebaker, United States Commissioner of Education, has advised us that his office will need Mr. Trigg until the thirty-first of December, 1936. We have had a tentative agreement with the retiring President of Shaw University, Dr. William Stuart Nelson, that Mr. Harris probably could continue with us while Mr. Trigg is away if such an arrangement is approved by the General Education Board.

I am today in receipt of a letter dated August 6, 1936, from the new President of Shaw, Dr. Robert P. Daniel, to the effect that the Board of Trustees of Shaw University has approved a leave of absence until January 1, 1937, for Mr. Nelson H. Harris. I shall appreciate it if you will advise me if the General Education Board approves the employment of Mr. Harris during the absence of Mr. Trigg to December 31, this year.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold

ncn-p

SEP 30 1936

NC-249

August 15, 1936.

Dear Mr. Newbold:

Your letter of August 8th has been received in Mr. Brierley's absence. We are holding it for Mr. Brierley until his return to the office, some time next week.

Very truly yours,

GENERAL EDUCATION BOARD

By G. H.

Mr. N. C. Newbold,
State Department of Education,
Raleigh, North Carolina.

GHC

SEP 30 1936

NC-749

GENERAL EDUCATION BOARD

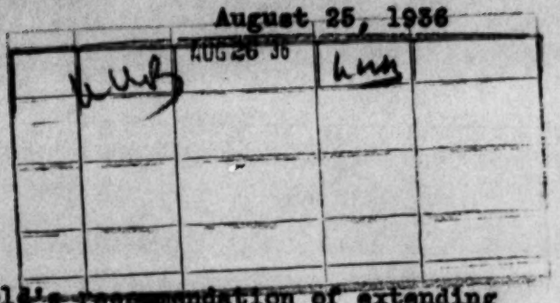
FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED 1903)

NEW YORK

JACKSON DAVIS, ASSOCIATE DIRECTOR OF EDUCATION
WALTER B. HILL, FIELD ASSISTANT
807 GRACE-AMERICAN BUILDING
FOURTH AND GRACE STREETS, RICHMOND, VA.

August 25, 1936



My dear Brierley:

I approve Mr. Newbold's recommendation of extending the employment of Nelson Harris through December 31, 1936 in order to keep him at work until Mr. Trigg returns from his term of service with the U. S. Office of Education.

Cordially yours,

Jackson Davis

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York, New York

JD:EH

SEP 30 1936

nc-249

August 24, 1936

Dear Jack:

I am sorry I missed seeing you when you passed through New York last week. I hope that you enjoyed your visit to Canada and that your vacation proved beneficial in all ways.

You will recall that we approved the temporary appointment of Nelson Harris of Shaw University to substitute for Mr. Trigg in the State Department of Public Instruction of North Carolina from March 1 to June 30, 1936, Mr. Trigg's services being required in the U.S. Office of Education.

Mr. Newbold writes that Mr. Studebaker would like Mr. Trigg to continue his services with the Office of Education through December 31, 1936, and that the President of Shaw University has informed him it would be all right for Mr. Harris to continue in the State Department under the present arrangement until December 31, 1936.

If you approve of the continuation of this arrangement to December 31, 1936, I shall write Newbold to that effect.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
807 Grace-American Building
Richmond, Virginia

WWB:KEO

COPY TO LMF

FORM 95A

SEP 30 1936

NC-279

AGA	AUG 26 '36	
HGH		
MPH		

August 26, 1936

My dear Superintendent Erwin:

I sent the following telegram today to Mr. Newbold

"Officers approve continuation of arrangement for Trigg to December 31st as mentioned in your letter of August 8th"

in reply to his letter informing me that Commissioner Studebaker would like Mr. Trigg to continue his services with the Office of Education through December 31, 1936, and that the President of Shaw University has indicated his willingness to release Mr. Harris to continue in Mr. Trigg's place in the State Department until that date.

Sincerely yours,

W. W. BRIERLEY

Superintendent Clyde A. Erwin
State Department of Education
Raleigh, North Carolina

WWB:KEO

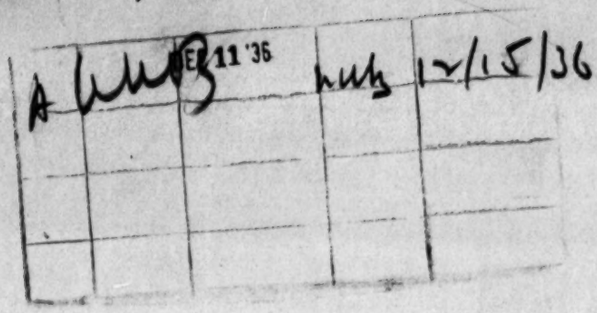
COPIES TO JD & LMF

NC-249

DEC 17 1936

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 10, 1936



Mr. W.W. Bierley, Secretary
General Education Board
49 West 49th Street
New York City

Dear Mr. Brierley:

In view of the fact that the General Education Board has granted Mr. Trigg a fellowship in order that he may complete the work for his Ph.D. degree at Columbia University, I am requesting the permission of the Board to retain Mr. N.H. Harris in the Division of Negro Education in Mr. Trigg's position until he has returned. I am expecting Mr. Trigg to complete his work about July 1, 1938.

With best wishes and kind personal regards,

I am

Very truly yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

DEC 17 1936

2C-249

December 12, 1936

My dear Superintendent Erwin:

Mr. Brierley is expected in the office some time next week when your letter of December 10th will be brought to his attention.

Sincerely yours,

GENERAL EDUCATION BOARD

By

KATHARINE E. OSTER

Superintendent Clyde A. Erwin
State Department of Education
Raleigh, North Carolina

FORM 634

DEC 17 1936

NC-249

JD	DEC 15 '36	
LMF		
GJB	DEC 16 '36	
HGA		

November 16, 1936

My dear Superintendent Erwin:

The officers of the General Education Board are agreeable to having Mr. N. H. Harris assist in the Division of Negro Education in the State Department of Public Instruction of North Carolina during Mr. Trigg's absence on fellowship. It is our understanding that this arrangement will terminate about July 1, 1937, and that the President of Shaw University is agreeable to the arrangement.

Sincerely yours,

W. W. BRIERLEY

Superintendent Clyde A. Erwin
State Department of Public Instruction
Raleigh, North Carolina

WWB:KEC

COPY TO RICHMOND

NC-249

DEC 21 1936

DEC 21 1936

DEC 21 '36

December 19, 1936

Mr. Nelson H. Harris
Division of Negro Education
Department of Public Instruction
Raleigh, N. C.

Dear Mr. Harris:

This note is to advise you that we have had statements from Mr. W. W. Brierly, Secretary of the General Education Board, and from President Robert P. Daniel, of Shaw University, both agreeing to your continuing in your present position until July 1, 1937.

I am glad this arrangement is possible and that you can remain with us while Mr. Trigg is away on a General Education Board fellowship.

With cordial good wishes, I am

Very sincerely yours,

H. C. Newbold

Mr. Brierley —
Thank you!
HCN

copy MAR 22 1938 (original in N C 236)

NC-249

STATE OF NORTH CAROLINA
Superintendent of Public Instruction
RALEIGH

February 18, 1938

Mr. Leo M. Favrot
General Education Board
49 West 49th Street
New York City

Dear Mr. Favrot:

* * * *

While it may appear to your Board that our State should very readily agree to assume the $300 on Mr. Trigg's salary which I have requested, I assure you that it is almost an impossible task at the present time. I hope very much that you will give this matter further consideration, and if possible help me out of my present dilemma. We are making rapid progress in the field, and a little bit of help in the central office will be of inestimable value to me now.

With best wishes and kind personal regards, I am

Very truly yours,

(signed)
Clyde A. Erwin
State Superintendent Public Instruction

NC-249

DATE April 24, 1939

LETTER FROM WB

SENT TO Supt. Erwin

RELATING TO discontinuing support of H. L. Trigg after July 1, 1940

WILL BE FOUND WITH N C 236

FORM 812

NC 250 State Normal Schools for Negroes 1921-1924

Box 119 Folder 1078

220

ne250

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA
RALEIGH

May 3, 1921

Dr. E. C. Brooks
Raleigh, N. C.

Dear Dr. Brooks:

Complying with your request of a few days ago, I am enclosing a summary of the requests we have made to the General Education Board. These are as follows:

NEW REQUESTS

L. Aid for developing a few county training schools as given below:

(a)	Bertie County Training School - for shop and equipment	$	$ 375.00
(b)	Anson County Training School - aid toward the equipment and furnishing of the new training school building		1,500.00
(c)	Columbus County Training School - for various kinds of equipment		450.00
(d)	Gates County Training School - for desks, black boards and industrial equipment for the new building		2,000.00
(e)	Greene County Training School - for desks, blackboards and industrial equipment for new building		1,000.00
(f)	Brunswick County Training School - for desks, blackboards, and industrial equipment for new building		2,000.00
(g)	Wake County Training School - for furniture, plumbing and other equipment in girls' dormitory		2,500.00
(h)	Harnett County Training School - for school furniture of all kinds, industrial equipment for large new twelve room school building		3,500.00

I wish to state that buildings have already been begun in Brunswick, Anson and Gates Counties; that an architect has been secured to prepare plans for the large new Harnett County Training School. Plans are being drawn for the new dormitory at the Wake County Training school, and we have the assurance that plans are being perfected for the new Greene County building.

RENEWAL REQUESTS

(a) Pitt County Training School - dormitory $ 5,000.00
(b) Hyde County Training School - desks, blackboards and industrial equipment for new building 1,500.00

These two are practically renewal requests for amounts that had previously been appropri^ted and cancelled because the buildings for various reasons could not be constructed last year.

2. Aid for salaries of field staff for Division of Negro Education.

(a) To aid in employing full-time white building agent to help promote school house building - (Requested annually for two years) 2,500.00

(b) To supplement state appropriation for supervisors of teacher-training (Requested annually for two years) 500.00

State funds have been appropriated to duplicate the amount of the first request and to the extent of at least $3,000.00 for the second.

3. Aid for Negro State Normal Schools.

(a) The State has made available $500,000.00 for buildings and improvements at the three schools. This will be divided about equally according to the needs of the three schools by order of the State Board of Education, making available about $166,000.00 at each school.

If the General Education Board will help us in the purchase of furniture and all necessary equipment needed to furnish the new buildings and, perhaps, refurnish some of the old buildings , it will enable us to use all our State appropriations for actual construction; thus making it possible to get more of the needed buildings at this time. As you know , the Governor has already directed to proceed with this building program. Because of this , if the General Education Board will indicate that they will make an appropriation , and about the amount, we could then proceed to employ architects to make plans for the use of the full amount of State Funds; otherwise we should be compelled to make provision in our plans to pay for both buildings and equipment from State Funds. It will probably require from $100,000.00 to $150,000.00 to equip the three Normal School plants as they should be after the new buildings have been constructed. This is a two year building program, but we should want to make building plans to use all the money this year since the need at these institutions is so great.

(b)

(b) We have indicated to the General Education that, because of an error made in the recent Legislature, and a consequent failure to appropriate sufficient money to take care of the maintenance expenses until June first, this year, there will be at that time as nearly as we can forecast it now, a deficit of $16,869.03 for the three Negro Normal Schools. Any assistance the General Education Board might see fit to give on this deficit would enable us to use all our next year's appropriation for teachers' salaries and other maintenance expenses, and thereby make it possible to extend the work very much beyond its present status.

4. Indian Normal School.

(a) We requested in a former Communication $5,000.00 from the General Education Board to help in buildings and repairs at this Normal School as a part oft the total outlay of $12,000.00. the other $7,000.00 to be secured from State Funds. We want to build at this place a four -teacher practice school, remodel the present main building and repair the dormitory. This expenditure would probably make the plant then fairly adequate to meet the needs until the next State Legislature convenes in 1923

(b) On July first there will be a deficit at this school for maintenance of $770.56

I shall appreciate it if you will bring this statement directly to the attention of Dr. Flexner and Mr. Jackson Davis.

With best wishes, I am

Very sincerely yours,

(Signed) H. C. Newbold

STATE DIRECTOR NEGRO EDUCATION

NC250

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 2, 1921.

ANSWERED.....

Application Entered ✓
Blanks Recorded .....
Cards Prepared 4 28.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:-

A few days ago I requested Mr. Newbold to prepare a careful statement showing the needs; (1) of the county training schools; (2) assistance for the field staff in the Division of Negro Education; (3) aid to Negro State Normal Schools; and (4) aid to the Indian Normal School.

I am sending you, enclosed, Mr. Newbold's statement and I wish to endorse it for your consideration in the strongest terms.

The request for aid in developing the county training schools is about the usual amount appropriated annually to this State.

You are aware of the Division of Negro Education created by the last General Assembly. It carries an appropriation of $15,000. But this is hardly sufficient for our immediate needs if we organize this department in the most effective way. We would be greatly benefited by securing funds, in addition to what the State has appropriated, for the employment of a full time white building agent to help promote schoolhouse construction, and to supplement the State funds in paying the salaries of supervisors of teacher training.

The greatest need just now is for funds to aid in equipping the Negro State Normal Schools. As Mr. Newbold states, if we can spend ~~one half million~~ Five Hundred thousand dollars in buildings and can secure funds for equipment, we shall be able to place the Negro Normal Schools on a very high plane and I think we shall exceed anything in the South.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2... Dr. Abraham Flexner.

Mr. Newbold has called your attention to the mistake made when the Negro Normal Schools were turned over to the State Board of Education. There is now a deficit of about $16,000. We should like very much to have funds to meet that deficit, in order that we may not have to draw from our annual appropriation, which has been increased more than one hundred percent. Of course this is to meet an emergency just for this year.

I call your attention also to the need of the Indian Normal School. Your Board has never aided us in building this institution and I shall appreciate very much your consideration of your Board in this matter.

With kind personal regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

May 5, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

I have yours of the second enclosing Mr. Newbold's memorandum. I shall bring this up for consideration with Dr. Buttrick and Dr. Sage, as soon as they return to the city about the end of next week.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

COPY

NC-250

May 27, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

****

The officers also presented your letter of May 2, 1921, asking for a contribution of from $100,000 to $150,000 to be used in equipping three state normal schools for Negroes, in order that the state may utilize its entire appropriation of $500,000 for buildings. I have pleasure in informing you that the Board has authorized the Executive Committee to make the necessary appropriation for equipment not to exceed $125,000 in all, provided the state uses the sum of $500,000 in building the three schools in question. When the time comes, I would suggest that you communicate with this office, in order that an understanding may be reached as to the way of estimating the amount required for equipping the buildings in question.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Superintendent of Public Instruction
State of North Carolina
Raleigh

NC 230
GENERAL EDUCATION BOARD
RECEIVED
OCT 3 1921
ANSWERED

September 29, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N.Y.

My dear Dr. Flexner:--

We have begun work on the construction of the model practice school building at the Fayetteville State Normal School. This is a small building and will cost about $5,000. We have also begun a similar building at the Elizabeth City State Normal School. The contract calls for the completion of these buildings within the next month so that they may be available for use this fall.

I wish to ask you if we may draw on the appropriation made for equipment at the normal schools, for desks, slate blackboards, jacketed stoves, and other necessary equipment for these small buildings. We wish to furnish them simply but completely in order that they may serve as models for the young teachers who will be trained in these normal schools.

I regret that I did not have the opportunity to talk with you more while I was at Hampton, but it was necessary for me to hurry away.

With kind personal regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC250

October 10, 1921

Honorable E. C. Brooks,
Department of Education,
Raleigh, North Carolina.

My dear Mr. Brooks:

Your letter of September 29th to Dr. Flexner has been referred to me.

I have been reading over the resolution passed by our Board making its appropriation for the equipment of the three North Carolina State Normal Schools and can not see any reason why you should not draw against our Board's appropriation for sums needed to equip the model practice school building at Fayetteville State Normal School. I have, therefore, prepared the enclosed form of requisition and upon receipt of a formal requisition signed by you prompt attention will be given to its payment.

As you will recall, the resolution adopted by the General Education Board does not show the distribution to be made of the $125,000 by the schools. When you have definitely formulated your plan covering the distribution of this appropriation we shall be glad to

hear from you.

Very truly yours,

Chief Clerk

WWB/MSD

nc250 250

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

STATE DEPARTMENT OF EDUCATION
RECEIVED
JAN
1922
ANSWERED

December 30, 1921.

Mr. W. W. Brierley,
61 Broadway,
New York, N. Y.

My dear Mr. Brierley:—

I have just read your letter and I wish to assure you that I understood from the beginning that it will be necessary for me to take up with Dr. Flexner the details concerning the appropriation for equipment not to exceed $125,000 for the negro normal schools.

It is my purpose to go to New York sometime in January to take up this matter with Dr. Flexner. I am writing him by today's mail.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC250

December 27, 1921

Honorable E. C. Brooks,
State Superintendent,
Department of Education,
Raleigh, North Carolina.

My dear Mr. Brooks:

If you will refer to your correspondence with this office, you will find a letter written by me on October 10 in reply to your letter of September 29 to Dr. Flexner regarding your request for a contribution for the equipment of the three North Carolina State Normal Schools for Negroes. I fail to understand how I came to write you as I did. I have read the resolution passed by the General Education Board May 26, 1921. That resolution, as Dr. Flexner informed you in his letter of May 27, 1921, authorizes the Executive Committee of the Board to make the necessary appropriation for equipment not to exceed $125,000 in all, provided the State uses the sum of $500,000 in building the three schools in question. In his letter Dr. Flexner says further, "When the time comes I would suggest that you communicate with this office, in order that an understanding may be reached as to the way

of estimating the amount required for equipping the buildings in question. From the above you will observe that before our Executive Committee can take final action setting aside a definite sum for the equipment of the three schools, it will be necessary for you to furnish us with the information asked for by Dr. Flexner.

I am sorry that I made the error in writing you as I did and hope that it will not cause you any embarrassment. May I hear from you at your convenience?

Very truly yours,

Chief Clerk

WWB/MSD

NC25D

Officers of the Board
Wallace Buttrick, President
Abraham Flexner, Trevor Arnett, Secretaries
E. C. Sage, Assistant Secretary
L. G. Myers, Treasurer
L. M. Dashiell, Assistant Treasurer

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

JACKSON DAVIS, GENERAL FIELD AGENT
508 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

Members of the Board
Frederick T. Gates
J. D. Rockefeller, Jr.
Albert Shaw
Wallace Buttrick
Edwin A. Alderman
Harry Pratt Judson
Wickliffe Rose
Jerome D. Greene
Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Charles P. Howland
Trevor Arnett

EDUCATION
RECEIVED
JAN 1922
ANSWERED

January 10th, 1922

Dr. Wallace Buttrick,
General Education Board,
61 Broadway, New York City

Dear Dr. Buttrick:-

I have just received yours of the 9th. I am trying to make an appointment with Dr. Brooks early next week for a conference regarding the furnishings and equipment for the Negro normal schools. I shall be glad to write you after I have seen him.

Very sincerely yours,

Jackson Davis

JD-W

January 9, 1922

Mr. Jackson Davis
808 Chamber of Commerce Building
Richmond, Virginia

Dear Mr. Davis:

I have been in correspondence with Superintendent E. C. Brooks, who wishes now to take up the matter of furnishings and equipment for the Negro normal schools. It seems to me that this should have your careful attention before it comes to the Executive Committee of our Board for final action. You will recall that the Board authorized the Executive Committee to contribute a sum not to exceed $150,000. Will you kindly let me know your conclusions after your conference with Dr. Brooks. He is coming to see me on the 23rd or 24th.

Always cordially yours,

WALLACE BUTTRICK

WB/LFA

ne250

January 11, 1922.

Mr. Jackson Davis.
508 Chamber of Commerce Building,
Richmond, Virginia.

Dear Mr. Davis:-

Dr. Buttrick wishes me to call your attention to the fact that he made an error in his letter of January 9th in the amount which the Board authorized the Executive Committee to contribute for the furnishing and equipment of the three North Carolina state normal schools for Negroes. The amount should be stated as $125,000 instead of $150,000.

Very truly yours,

WWB/GMC

Chief Clerk

NC250

Memorandum

CONFERENCE WITH STATE SUPERINTENDENT
B.C.BROOKS AND MR. G. H. FERGUSON - RALEIGH, N.C.
January 16th, 1922.

BUILDING PROGRAM FOR NEGRO NORMAL SCHOOLS

.....

The following information was furnished me:

Amounts available for buildings and improvements:

Bond issue - 1921 -	$ 400,000.00
Unused balance, bond issue, 1917-1919	66,011.84
Rosenwald fund for practice schools.....	2,000.00
Amount contributed by Negroes for industrial building at Fayetteville	2,500.00
Appropriation of Gen. Edn. Board to Slater Normal School.....	10,000.00
TOTAL -----	$ 480,511.84
Deduct for Indian School	$ 6,000.00
BALANCE	$ 474,511.84

This sum has been apportioned as follows:

Fayetteville Normal School:

Amount available 1921-22	$ 99,000.00
Amount available 1922-23	65,666.67
Rosenwald Fund for practice school.....	1,000.00
Amount raised by colored people.....	2,500.00
TOTAL -----	$ 168,166.67

Elizabeth City State Normal School:

Amount available 1921-22	$ 99,000.00
Amount available 1922-23	65,666.66
Rosenwald Fund for practice school.....	1,000.00
TOTAL -----	$ 165,666.66

Slater Normal School:

Amount available 1921-22	$ 65,011.84
Amount available 1922-23	65,666.67
Appropriation of General Education Board.....	10,000.00
TOTAL -----	$ 140,678.51

The following contracts have been let:

Fayetteville Normal School:

1. Adminstration building - three story, brick -
19 class rooms; 2 music rooms;
1 assembly room seating 600
Offices

Contract:	$ 56,935.00	
Plumbing	3,850.00	
Heating	5,300.00	
Boiler	2,246.00	
Wiring	1,800.00	$ 70,129.00

2. Dormitory - three story, brick building,
72 bed rooms

Contract	$ 53,104.00	
Plumbing	7,090.00	
Heating	4,750.00	
Boiler	2,000.00	
Wiring	1,800.00	$ 68,744.00

3. Practice School - already built -
Three rooms - 1 industrial room

Cost	$ 4,400.00
Water, sewarage, and grading, and purchase of land	$ 12,500.00
TOTAL -----	$155,773.00
Architect's fee - about -	$ 7,000.00
GRAND TOTAL -----	$162,773.00

Elizabeth City State Normal School:

Administration building and Dormitory on approximately same plans as Fayetteville Normal School.

Contract for both buildings	$112,150.00	
Heating	9,489.00	
Water and Sewerage	23,966.30	
Plumbing (not let)	8,375.00	$153,980.30
Architect's fee - about -		$ 7,000.00
GRAND TOTAL -----		$160,980.30

Slater Normal School:

Mr. Ferguson and Dr. Brooks did not have the contract figures for the buildings at Slater Normal School, but the budget allowance of $140,000.00 had all been apportioned to different buildings. Mr. Ferguson thought that the contract prices were running lower than the estimates, but he did not have the exact figures.

School	Amounts Available	Amounts Contracted for	Balance
Fayetteville Normal Schl.	$168,166.67	$ 162,773.00	$ 5,393.67
Elizabeth City " "	$165,666.66	$ 160,980.30	$ 4,686.36
Slater Normal School	$140,678.51	$ 140,000.00	$ 678.51 *
TOTAL -3- SCHOOLS	$474,511.84	$ 463,753.30	$ 10,758.54

(* approximate - information to be secured)

Additional Buildings Needed - (Rough estimates)

Fayetteville Normal School:

Principal's home	$ 5,000.00	
One unit for industrial building	5,000.00	
Laundry	5,000.00	$ 15,000.00

Elizabeth City State Normal School:

Principal's home	$ 5,000.00	
Practice school -Rosenwald type	6,000.00	
One unit for industrial building	5,000.00	
Laundry	5,000.00	$ 21,000.00
GRAND TOTAL -----		$ 36,000.00

Dr Brooks and Mr. Ferguson consider the additional buildings very necessary to the Fayetteville and Elizabeth City Schools, but before they make further contracts, they wish to have some idea as to what items might be included under the General Education Board's appropriation for equipment. Dr. Brooks showed me a list of the kinds of equipment and

things which he had prepared.

Dr. Brooks hopes that the Board will place a liberal interpretation on the term, "equipment". What he wants to know is whether or not he can count upon the maximum amount mentioned by the Board, $125,000.00. If a liberal interpretation is given and he is allowed the entire sum, he thinks it will be possible to secure the additional buildings that are needed. On the other hand, if we interpret "equipment" to mean only necessary furnishings for the new buildings, the bills might well come considerably under that figure. I think the main points to be determined are, whether such items as light fixtures, plumbing and heating, might be considered as equipment, and further allowance be made for new equipment in the old buildings that are being remodeled. In other words, every charge that can be made against the Board's appropriation for equipment releases just so much of the State funds for further building.

I told Dr. Brooks that I could not speak for the Board in this matter, but that I felt as he did, that our first concern would be to equip, simply but substantially, the new dormitories and class room buildings, provide new equipment where necessary for the old buildings that were being remodeled and rennovated, and to provide library, laboratory and industrial equipment necessary for good instruction and satisfactory living conditions in all of the buildings of each plant, and further, that no more buildings should be undertaken than could be properly equipped and used for the purposes for which they were intended.

I suggested to Dr. Brooks that bids and estimates be secured for the needed class room and dormitory furnishings, and the various kinds of other furnishings and equipment as far as the needs could now be determined. I further suggested that plans be prepared for the additional

...ings needed, and estimates or bids be secured, so that the entire ...t of completing the whole building program could be known with some ...egree of accuracy. If the entire cost, including adequate equipment, comes within the amounts available from State funds, together with the Board's appropriation of $125,000.00, I hope the Board will allow the full amount. If, however, the entire cost, including equipment, is in excess of the amounts available, I think we should insist upon limiting the new construction to the point, at which the entire plant at each school can be satisfactorily equipped.

No estimates have been secured of the cost of equipment and furniture, neither have plans for the additional buildings been prepared, and I do not see how the questions Dr. Brooks has raised can be decided until at least the approximate cost is obtained, and satisfactory plans for the different buildings have been prepared. Mr. Ferguson is now at work, securing this information. He has promised to let me have it, and also a detailed statement regarding the cost of the buildings now being erected at the Slater Normal School at Winston-Salem.

Jackson Davis

(Jan. 19, 1922)

ne 250

ROUGH ESTIMATES FOR EQUIPMENT

.....

I have made some rough estimates regarding the cost of furnishing the dormitories. The following prices have been given me by a large furniture house in Richmond:

Single cot	$ 6.50
Mattress	5.50
Chiffonier	15.00
Table	5.00
Chair	2.50

For one bed room there would probably be:

3 cots	$ 19.50
3 mattresses	16.50
1 chiffonier	15.00
1 table	5.00
3 chairs	7.50
Total -------	$ 63.50
72 bed rooms	$4,572.00

In addition, a reception room, matron's room, and halls would have to be furnished, besides the dining room and kitchen. $8,000.00 to $10,000.00 ought to be sufficient for each dormitory.

3 dormitories ....$25,000 - $30,000.

Class room equipment:

Single desks	$ 7.50
Chairs with arms	6.00
Teachers' desk & chair,	30.00
Blackboard, slate - 45¢ per sq.ft..	

For each class room:

40 single desks @ $7.50.....	$ 300.00
1 teacher's chair & desk.....	30.00
Maps	15.00
200 sq.ft.blackboard	90.00
TOTAL ----------	$ 435.00
20 class rooms	$8700.00
600 chairs -assembly hall @$5.	3000.00
Science & industrial eqpmt....	4500.00
Books for library	500.00
TOTAL ----------	$16700.00
3 buildings	$50100.00

SUMMARY

Equipment for 3 new dormitories	$ 30,000.00
Equipment for 5 new class room buildings..	50,100.00
New equipment for old buildings	15,000.00
Desks and equipment for practice schools....	2,000.00
TOTAL ----------	$ 97,100.00

If industrial buildings are put up, additional equipment will be required. Likewise, freight and transportation charges will have to be considered.

The prices for dormitory furniture and for school desks and blackboards were furnished me by reliable firms in Richmond. The other figures are rough estimates.

Jackson Davis

Prepared by Dr. Brooks

(Jan. 19, 1922)
NC-250

List of Equipment and Furnishings for Each of the Three Negro Normal Schools, North Carolina.

---

1. Inside plumbing, including lavatories, kitchen sinks, bath tubs, toilets, drinking fountains, fire hose, extinguishers.

2. Inside heating, including radiators, boiler, and jacketed stoves for practice school.

3. Lighting fixtures.

4. Domestice Science equipment, including ranges, oil stoves, tables, supply cabinets, chairs, cooking utensils, table ware.

5. Domestic Art equipment, including sewing machines, tables, chairs, dress fitting forms.

6. Science and Manual Training equipment, including science aparatus, laboratory desk, supply cabinet, tools, work benches, few pieces of machinery such as turning lathe, jig and circular saws.

7. Laundry equipment, including washing machines, ironing boards, etc.

8. Dining room equipment, including tables, chairs, tableware.

9. Dormitory equipment, including beds, mattresses, pillows, tables, dressers, chairs, window shades.

10. Class-room equipment, including blackboards, teachers' desks, teachers' chairs, pupils' desks, maps, globes, bookcases.

11. Administration Office equipment, including typewriters, desks, chairs, tables, bookcases, filing cabinets.

12. Assembly room equipment, including seats, piano and stage furniture.

13. Library equipment, including bookcases and a few sets of good reference books.

NR 250

Officers of the Board

Wallace Buttrick
President

Abraham Flexner
Trevor Arnett
Secretaries

E. C. Sage
Assistant Secretary

L. G. Myers
Treasurer

L. M. Dashiell
Assistant Treasurer

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

JACKSON DAVIS, GENERAL FIELD AGENT
508 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

RECEIVED
JAN 21 1922

Members of the Board

Frederick T. Gates
J. D. Rockefeller, Jr.
Albert Shaw
Wallace Buttrick
Edwin A. Alderman
Harry Pratt Judson
Wickliffe Rose
Jerome D. Greene
Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Charles P. Howland
Trevor Arnett

January 19th, 1922

Dr. Wallace Buttrick,
General Education Board,
61 Broadway, New York City

My dear Dr. Buttrick:-

I saw Dr. Brooks and Mr. Ferguson, who is Mr. Newbold's assistant, in Raleigh last Monday, and I enclose a memorandum of our conference regarding the building program for the three Negro normal schools. Dr. Brooks will, no doubt, further explain these matters when he sees you next week. I saw the plans for the new buildings at Fayetteville and Elizabeth City. They were very satisfactory in their arrangement and are almost completely fire-proof. The contract prices, also, seemed to me very reasonable. Dr. Brooks and Mr. Ferguson are handling the funds with great care, and they are seeing that the amounts spent are securing the best possible results.

Personally, I favor a generous construction of the term, "equipment", and hope that the Executive Committee will make available the entire sum of $125,000.00. Remembering, however, a previous experience at Elizabeth City, I think we ought to safeguard our funds by requesting a list of equipment purchased for the different buildings, and then, if it seems ad-

visable, I could visit each school and check up the situation before payments are made.

It is a great inspiration to the whole cause of Negro education to see a state undertake anything like an adequate program for meeting the great need for better trained Negro teachers. I am glad that our Board is having a hand in such a good piece of work. Dr. Brooks told me that the aid from our Board had strengthened his hands in dealing with the legislature and that there was a genuine sense of appreciation on all sides.

Please let me know of anything further you may wish me to do.

With kind regards,

Very sincerely yours,

Jackson Davis

JD-W
ENC.

NC 250

January 30, 1922

Mr. Jackson Davis
Room 808, Chamber of Commerce Building
Richmond, Virginia

Dear Jack Davis:

Your letter of the 19th, in which you give a very full and very satisfactory report on the Normal School proposition in North Carolina, has been received. I am to see Superintendent Brooks next Tuesday. Meantime Dr. Sage and I will carefully study your splendid report.

Cordially yours,
WALLACE BUTTRICK

WB/LFA

P. S. - Enclosed herewith is a letter from Mr. D.J.Oman, sent to you in care of this office.

February 2, 1922

Mr. Jackson Davis,
508 Chamber of Commerce Bldg.,
Richmond, Virginia.

Dear Mr. Davis:

At a meeting of the Executive Committee of the Board, held January 24, 1922, a resolution was adopted appropriating a sum not exceeding $97,000 to the State Department of Education in North Carolina to be used in purchasing equipment for the new buildings contemplated at the three State Normal Schools for Negroes, this appropriation being made on the basis of the detailed statement which you submitted to our office.

I enclose a copy of the letter I have written to Superintendent Brooks notifying him of this action. You will observe from the resolution that it is stipulated that the details of the appropriation are referred to the officers of the Board with power. At your convenience will you kindly take this matter up with Superintendent Brooks?

I have conferred with Mr. Buttrick regarding the method to be pursued in making payments from time to time on account of the Board's appropriation. We are of the

opinion that it might be wise to have Superintendent Brooks send the bills from the concerns from which the equipment has been purchased to you and have you O.K. them and forward them to our office. However, you will know best how to handle the matter.

In examining the memorandum prepared by you after conferring with Superintendent Brooks and Mr. Ferguson, I observe that the question is raised as to the interpretation to be placed upon the word "equipment",- whether it should be construed as meaning only necessary furnishings for the new buildings, or whether it might include such items as light fixtures, plumbing, heat, etc. This is a matter which I know nothing about and would suggest that you discuss it when you come to the office a week or so hence. The officers are away at present and when theymaterial was turned over to me they said nothing about this matter.

Very truly yours,

Chief Clerk

Enc.
WWB/MSD

opinion that it might be wise to have Superintendent Brooks send the bills from the concerns from which the equipment has been purchased to you and have you O.K. them and forward them to our office. However, you will know best how to handle the matter.

In examining the memorandum prepared by you after conferring with Superintendent Brooks and Mr. Ferguson, I observe that the question is raised as to the interpretation to be placed upon the word "equipment", - whether it should be construed as meaning only necessary furnishings for the new buildings, or whether it might include such items as light fixtures, plumbing, heat, etc. I suggest that when you are in the office a week or so hence you confer with the officers regarding this matter. The material was turned over to me by Dr. Sage and nothing was said to me about it.

Very truly yours,

Chief Clerk

WWB/MSD

11e250

February 2,1922

Honorable E. C. Brooks,
State Superintendent,
Department of Education,
Raleigh, North Carolina.

My dear Superintendent Brooks:

I have been requested to inform you that at a meeting of the Executive Committee of the General Education Board, held January 24, 1922, the officers repotted a conference held with you regarding the building program of the three State Normal Schools for Negroes in North Carolina, and also presented a statement prepared by Mr. Davis in conference with you and Mr. Ferguson regarding equipment for buildings at the three schools, which statement shows that a sum approximating $97,000 would be needed to furnish the necessary equipment. It gives me pleasure to report that the following resolution was adopted:

> RESOLVED, That in accordance with the authorization of the Board May 26, 1921, a sum not exceeding Ninety-seven thousand Dollars ($97,000) be, and it hereby is, appropriated to the State Department of Education in North Carolina, to be used in purchasing equipment for the new buildings contemplated at the three Negro State Normal Schools, the funds for which have already

NC250

February 2,1922

Honorable E. C. Brooks,
State Superintendent,
Department of Education,
Raleigh, North Carolina.

My dear Superintendent Brooks:

I have been requested to inform you that at a meeting of the Executive Committee of the General Education Board, held January 24, 1922, the officers reported a conference held with you regarding the building program of the three State Normal Schools for Negroes in North Carolina, and also presented a statement prepared by Mr. Davis in conference with you and Mr. Ferguson regarding equipment for buildings at the three schools, which statement shows that a sum approximating $97,000 would be needed to furnish the necessary equipment. It gives me pleasure to report that the following resolution was adopted:

> RESOLVED, That in accordance with the authorization of the Board May 26, 1921, a sum not exceeding Ninety-seven thousand Dollars ($97,000) be, and it hereby is, appropriated to the State Department of Education in North Carolina, to be used in purchasing equipment for the new buildings contemplated at the three Negro State Normal Schools, the funds for which have already

been provided by the State, it being stipulated that the details of the appropriation under this resolution be, and they hereby are, referred to the officers of the Board with power.

I enclose a form of certificate which I would like to have you copy on the letter head of the Department of Education, sign and return to our office. When this formal certificate has been forwarded it will be entirely proper for you to take up with Mr. Davis the details as to the payment of the Board's appropriation.

Very truly yours,

Chief Clerk

Enc.

WWB/MSD

FORM ONLY - to be copied on letter head of college.

This certifies that the State of North Carolina has made available for buildings and improvements at the three State Normal Schools for Negroes, located at Fayetteville, Elizabeth City and Winston-Salem, North Carolina, a sum not less than Five hundred thousand Dollars ($500,000); that said sum will be divided about equally according to the needs of the three schools by order of the State Board of Education, making available about One hundred sixty-six thousand Dollars ($166,000) at each school.

_____
State Superintendent.

Dated. _____

Superintendent of Public Instruction
State of North Carolina
Raleigh

1250

February 6, 1922.

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Sir:--

I have received your letter informing me that the General Education Board has appropriated $97,000 to be used in purchasing equipment for the new buildings contemplated at the three Negro State Normal Schools. I am very much pleased that this appropriation has been made.

I am returning the certificate in accordance with your directions.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

2.
250
F

February 8, 1922.

Superintendent E. C. Brooks
Raleigh, North Carolina

My dear Sir:

I have your letter of February 6th and the certificate with reference to the General Education Board's appropriation of $97,000 to be used in purchasing equipment for the new buildings contemplated at the three Negro State Normal Schools.

Very truly yours,

Chief Clerk

KEO

Superintendent of Public Instruction
State of North Carolina
Raleigh

2.
NC-250
TF

This certifies that the State of North Carolina has made available for buildings and improvements at the three State Normal Schools for Negroes, located at Fayetteville, Elizabeth City and Winston-Salem, North Carolina, a sum not less than Five Hundred thousand Dollars ($500,000); that said sum will be divided about equally according to the needs of the three schools by order of the State Board of Education, making available about One hundred sixty-six thousand Dollars ($166,000) at each School.

E. C. Brooks
State Superintendent

Dated, February 6, 1922

NC250

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

October 25, 1922

Doctor Wallace Buttrick,
61 Broadway
New York, N. Y.

My dear Doctor Buttrick:-

After reading over the letter I dictated to you concerning the Normal Schools, I find there are two points which I wish to mention are not included in that letter.

1. For the first time in their history we are this year doing the second year normal work at all three of our Negro Normal Schools; that is we are doing the second year teacher-training work above the High School level. We find it is going to be necessary to advance one of these schools to the grade of a four-year standard teachers' college. This is true because we do not have in the State any institution of sufficiently high standard to train the increasing number of men and women who are to be principals of our elementary and High Schools, high school teachers and supervisors. We realize this is the State's job and are planning, therefore, to carry out what is obviously a state responsibility. We shall have the hearty cooperation of the city of Winston-Salem if it seems wise to develop the Slater School there into a state four-year college for Negroes. This development will make it necessary for an additional class-room building and probably other dormitory space.

2. We have no way of judging, of course, whether our State Legislature could in any way be influenced by any decision of the General Education Board. We believe, however, if the General Education Board should favor some plan such as I have suggested, it would bring substantial aid to the Normal Schools. We could then go to the Governor and our Budget Commission and perhaps get favorable action from our Legislature, which meets next January.

Very sincerely yours,

N. C. Newbold

Director

NC250

NEGRO EDUCATION

NEWBOLD, DIRECTOR
BEL PRATT, SECRETARY
GUSON, ASSISTANT DIRECTOR
OBINSON, SUPERVISOR OF
ER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

RECEIVED
OCT 30 1922
GENERAL EDUCATION BOARD

October 25, 1922

Doctor Wallace Buttrick,
61 Broadway,
New York, N. Y.

My dear Doctor Buttrick:-

Sometime ago when I wrote you inviting you to attend our conference November 3rd and 4th I mentioned the fact there were two other matters about which I wished to write you. These two general subjects are: (1) Our three State Normal Schools, (2) A county training school at Chapel Hill, the seat of our State University. I am writing in detail today about the Normal Schools.

The carrying out of the State's recent program for building and development has but emphasized the very great need of these schools for more room, both for dormitory and class-room purposes. As an illustration I am enclosing a rough sketch showing the situation at Elizabeth City Normal School. This will indicate to you the buildings which existed prior to the beginning of our present building program, and also the new buildings. It will further show our present actual needs for additional construction. Without going into detail in connection with the schools at Winston-Salem and at Fayetteville I may say that the needs there are about the same, though Winston-Salem is in somewhat better condition.

To continue the construction program which has been so well begun we are hoping to get from our State Legislature in the two sessions 1923 and 1925 at least another half million dollars.

This much of my statement brings me at once to the matter which I wish to bring to you, and which I hope you will think worthy to present to the General Education Board a[illegible]. Do you think it probable that the Board would be interested in aiding us to make available for construction and equipment at the three State Normal Schools about three-quarters of a million dollars; that is in cooperation with the State's appropriation of a half million dollars or more? With an average of $250,000.00 at each of these schools available within the next three years we could, I think, round out the construction that really is needed, or will be long before that time passes.

As you will note, I have indicated on the sketch I have drawn, illustrating the situation at Elizabeth City, the new buildings that we actually need now and the approximate cost of these.

NEGRO EDUCATION

C. NEWBOLD, DIRECTOR
ABEL PRATT, SECRETARY
RGUSON, ASSISTANT DIRECTOR
OBINSON, SUPERVISOR OF
HER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
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G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

I may say by way of explanation of the sketch I am sending, that the new Administration Building, which was badly needed, and which under our laws must be fire proof construction, will cost when completed about $110,000.00. The other two small new buildings which are shown ~~will~~ cost $15,000.00. We had available for this school about $165,000 out of our State appropriations for buildings. It has been necessary for us to construct at Elizabeth City our own water and sewerage plants which have taken the balance of our appropriation; that is, together with the plumbing and heating plants for the new buildings mentioned. Within the next six weeks or two months I think we shall have completed the expenditure of all our half million dollars for the construction of buildings at these three schools. We are now purchasing equipment as rapidly as the buildings can be completed.

Another phase of the Normal School matter which I wish to present to you is in connection with your appropriation of $125,000.00 for equipment made in cooperation with our present building program. By reason of the fact that other things than buildings, as at Elizabeth City for instance, have taken so much of our money I do not feel that we shall need to spend for equipment as much as, for instance, $40,000 at that school. The same thing is practically true at Fayetteville and Winston-Salem.

We need at these schools the advice and counsel of a first-class landscape artist - someone to advise what to do to improve the grounds and make them attractive, and, as in the case of Elizabeth City, provide for proper drainage. Do you think your Board would approve our using $15,000.00 to $25,000.00 of the appropriation already made in (1) employing someone with sufficient knowledge and skill to advise us what to do, and (2) to carry out the recommendations made by such an expert? There are certain reasons which I think you understand, because of which it would be easier for us to make the grounds at these Negro schools attractive by using General Education Board money than using state money. No one would be in position to criticise us for such use of public money.

I am asking Doctor Brooks to submit this letter to you together with such statements or recommendations as he desires to make.

We shall be very happy indeed for you to consider these matters and advise us what you think can be done.

With good wishes, I am

Very sincerely yours, N. C. Newbold
Director

November 15, 1923

Mr. N. C. Newbold
c/o State Department of Public Instruction
Raleigh
North Carolina

Dear Mr. Newbold:

I have been rereading your communication of October 25 about the further development of your Normal Schools, including the suggestion about the landscape architect. I have just had a good long talk with Dr. Flexner about it.

It seems that Dr. Bachman will complete his report of the survey of Indiana in the course of six weeks or two months. After that it would soon be practicable for him to go down to North Carolina and look over the entire situation. It may be that I might go with him, and we should hope to have our Mr. Thorkelson go. We may just as well look the whole situation in the face. You have done a notable work, and your program is an inspiring one. I do not know that our Board would find it practicable to participate in a large way, but before reaching any conclusion I should like to have the matter looked into carefully by some of my associates, as suggested above.

Always affectionately,

WALLACE BUTTRICK

WB/LFA

NC 250

HENRY E. FRIES
WINSTON-SALEM, N. C.

November 24, 1922.b

RECEIVED
NOV 27 1922
GENERAL EDUCATION BOARD

Dr. Wallace Buttrick,
61 Broadway,
New York, N. Y.

My dear Doctor:

Professor N. C. Newbold, State Director, Division Negro Education for North Carolina, was in our City a few days ago conferring on matters connected with the Slater State Normal School. Among other matters he presented for consideration was the proposition now being considered by Dr. Brooks and Professor Newbold for the establishment of a four years college course for the training of Negro teachers.

We have nearly completed the buildings which were made possible through the appropriations made by our Last General Assembly and we are making plans looking toward additional buildings which we trust will be approved by the Educational Committee of the next General Assembly, and we further hope with the funds appropriated, our further plans for the enlargement of this school as an important educational factor in North Carolina, may be realized.

After a full and frank discussion of the entire situation, our Board unanimously passed a resolution, copy of which is herewith enclosed. In transmitting this resolution to Mr. Newbold, we are urging that Slater Normal School be selected as the place for this further advancement along educational lines, and I am presenting this communication to you in the hope that if you have any other suggestions other than those discussed, in which your Board as well as our local Board of Trustees can be helpful to the State, we will be glad to have your suggestions so that we can all be working to the same common end, viz., to make Slater Normal School an outstanding factor in our State developments.

This school, to which your Board has already made liberal contributions which are duly appreciated, has already many graduates occupying important positions in the industrial and educational development of North Carolina, and I feel that what we have accomplished thus far justifies us in the hope and expectation that this additional advanced step will produce results as successful in the future as our previous efforts in the past have proven successful.

HENRY E. FRIES
WINSTON-SALEM, N. C.

WB
#2

Our Board feels justified in saying that in this advanced movement, Slater Normal School will have the same endorsement from our City Officials and various civic organizations that we have had in all previous efforts.

With kindest personal regards, I remain

Yours very respectfully,

H. E. Fries.

President, Board of Trustees,
The Slater State Normal School.

Encl.

Cy - Professor N. C. Newbold.

COPY

Whereas, It appears from certain communications received by members of the Board of trustees that the State of North Carolina may decide to establish a State Normal College of four years above High School, for the training of negro teachers, and

Whereas, We have had great satisfaction in representing the State of North Carolina and in cooperating with the educational officials of the State in our endeavor, as Trustees of Slater State Normal School, to make the school work as far as possible, of standard type and of such character as to produce the results sought by the State in planning and maintaining this Institution; and

Whereas, It now appears to us that there is about to open a new era in connection with Negro education in North Carolina, especially in the direction of Teacher Training, and

Whereas, Dr. E. C. Brooks, our State Superintendent of Public Instruction, and Professor N. C. Newbold, State Director, Division of Negro Education, are now working on plans in this direction, therefore

Be it Resolved:

1. That the Board of Trustees do hereby join Dr. Brooks, and Professor Newbold, in the hope that their plans for establishing a State Normal College for Negroes may be successfully realized.

2. That, for many reasons, especially in view of the successful work already done in the Slater Normal School, and in view of the unanimously favorable attitude of the people of our community toward the School, and in view of the considerable financial contributions which our citizens have made toward the development of the plant of the Slater Normal School, in our judgment the State would make no mistake in adopting the Slater Normal School as the institution out of which to create the proposed State Normal College for Negroes.

3. That we beg to assure the State Department of Education and all friends who may be concerned in the establishment of such an institution that, as those who have been officially connected with the Slater School for many years and devoted to its best interest as a State Institution, we would still count it a privilege and a pleasure either officially or unofficially to join in promoting all plans and endeavors to make such a new institution in every way a complete success.

November 28, 1922

Mr. Henry E. Fries
Winston-Salem
North Carolina

Dear Mr. Fries:

Thank you very much for your letter of November 24. I have already talked with Mr. Newbold and Dr. Brooks about this proposition and have said that within the next few months one or more representatives of our organization would go down to look over the whole situation. I am mighty glad to notice your interest in it.

Sincerely yours,

WALLACE BUTTRICK

WB/LFA

NC 250

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
Miss ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
Miss LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
Mrs. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

RECEIVED JAN 11 1923 GENERAL EDUCATION BOARD

January 9, 1923

Doctor Wallace Buttrick,
61 Broadway,
New York, N. Y.

Dear Doctor Buttrick:

The copies of two letters which I am enclosing will give you further information about the proposed Chapel Hill project and our State Normal School program, about which I wrote you in October.

We are hoping that you, Doctor Bachman, and others from your office, may find it possible to come to North Carolina sometime this month. As you know, our General Assembly is now in session, and the matters which we have brought to your attention, especially the Normal Schools, will come up for settlement.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

...N OF NEGRO EDUCATION
N. C. NEWBOLD, DIRECTOR
ANNABEL PRATT, SECRETARY
H. FERGUSON, ASSISTANT DIRECTOR
A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

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MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

January 5, 1923

Mr. M. C. S. Noble,
Chapel Hill, N. C.

Dear Mr. Noble:

In some publication a few days ago I saw a statement somewhat like the following: That an appeal might be made to the Legislature by the town of Chapel Hill for some special aid in supporting its public schools, the basis for such an appeal being that so large a part of the town is University property belonging to the State, and, therefore, non-taxable. The proposal seems to be a novel one, but no doubt there is an element of righteousness in it. Since seeing this statement it has occurred to me that you and your colleagues at Chapel Hill might find it possible to work out the school situation there somewhat as follows:

1. Plan to incorporate into a large school district all of Chapel Hill, all of Carboro, and the intervening territory where most of the Negro people live, as well as the fringes of population around those places, taking in perhaps an area within a radius of two miles.

2. This would give you a large school district, large enough to support good white schools in Chapel Hill and Carboro including high school system, and also make it possible to get adequate support for the Negro school, which is the county training school.

3. You might find it possible to employ a first-class superintendent to have charge of this large school system, or it might be possible to operate it with good principals at each school under the supervision of some expert in the University like Mr. Walker or Doctor Knight.

4. So far as the Negro school is concerned, it still might be possible to get such special aid as you are now receiving from the County Board of Education.

ON OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
ANNABEL PRATT, SECRETARY
H. FERGUSON, ASSISTANT DIRECTOR
A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

5. With some such arrangement as this you would find it possible to use both the white and colored schools--elementary and high schools, as practice schools; that is, a sort of laboratory in which you might offer special training to the students in Chapel Hill who are being trained to become teachers, principals, and superintendents.

You will understand, of course, I cannot pledge the General Education Board to make any appropriation for buildings at the Negro County Training School, which would be included in the project described in this letter. However, I am sure the officers of the Board are interested in the general project, and if some plan like the one I have outlined, or any one that would render permanent annual support can be worked out, I feel sure the Board would certainly be glad to give the matter careful consideration.

I am passing on this idea to you for what it is worth, and sending copies to others of your co-workers at Chapel Hill.

With best wishes, I am

Very sincerely yours,

N. C. Newbold,
Director.

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

DIVISION OF NEGRO EDUCATION
N. C. NEWBOLD, DIRECTOR
Miss ANNABEL PRATT, SECRETARY
J. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
Miss LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

January 6, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

My dear Doctor Brooks:

The following information, in as definite and concise form as I can give it, is offered in the hope that it will be serviceable to you when you are ready to present your appeal for additional appropriations to take care of our Negro and Indian work to the appropriations and Education Committees of the General Assembly now in session:

A. Negro Education:
I. State Normal Schools:

1. Maintenance. (annual)

a. Slater School, Winston-Salem	$51,100.00
b. Elizabeth City State Normal	37,500.00
c. Fayetteville State Normal	35,000.00
Total Maintenance Three Normal Schools	$123,600.00

2. Buildings and Improvements.

a. Slater School, Winston-Salem	$175,000.00
b. Elizabeth City State Normal	175,000.00
c. Fayetteville State Normal	125,000.00
Total	$475,000.00

NOTE - These requests are not made in a mere haphazard way, and the figures have not been made purposely large, expecting that the Legislature would scale them down and appropriate about what we need. Together with the officials connected with the institutions, we have gone very carefully over the situation, and, I believe, made careful estimates. The estimates are based upon the actual cost of construction now going on at these schools. Consequently we hope the General Assembly will take these figures at their face value, and, if possible, make the appropriations requested.

3. A Four-Year Teachers' College.

The State does not own a school in which it can train principals for its Negro schools. Under our present certification laws higher training is required than is offered at any of the State

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Negro institutions. It seems necessary that one of the Normal Schools be raised to a four-year standard. For this development there are three essentials:

1. Such a school must be located in a community where it will be welcomed by the best people of both races, and where it will receive the hearty support of both races.

2. We should select the school, the present status and surroundings of which will lend itself most readily to such development.

3. The principal, faculty, and organization of the school selected should be competent to make the additional two years of training fit in with the present two-year normal standard with the least possible difficulty, and in the shortest possible time.

Judged by these considerations we believe the Slater school at Winston-Salem is ready for the establishment there of a four-year teachers' college. It meets all three of the essential requirements named. Investigation will prove that the leading business and professional men in Winston-Salem will heartily welcome this development of Slater school.

Hoping that such a step may be approved by the General Assembly, an attempt has been made in the budget requested for Slater school to provide for the additional work proposed for that institution.

If the Legislature approves the raising of the standard of Slater school as indicated, I presume it will be necessary to have special legislation authorising the granting of such degrees in education as would be recognized by the Division of Certification for the granting of A and B Principals and High School Teachers' Certificates in North Carolina.

4. An Additional Normal School Needed.

One of the private Negro schools of the State, valued at $175,000.00 has been offered to the State for teacher-training purposes on the following terms:

a. That the State pay its outstanding indebtedness amounting to about $43,000.00.

b. That it be operated by the State as a permanent Negro school.

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Department of Public Instruction
State of North Carolina
Raleigh

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If the General Assembly will make available for State Negro Teacher-Training Institutions about $160,000.00 annually for the next two years, this school could be absorbed into the State's Negro Normal School system and operated on a two-year normal school basis. Also the needs of the present three Normal Schools, together with the development proposed for Slater school, could be provided for.

II. Division of Negro Education.

We sent you a few days ago a detailed, proposed annual budget for this division for the next two years. If the General Education Board should withdraw the following appropriations: (a) for supervisor of the Rosenwald Fund, $2,500.00; for salary of stenographer, $780.00; it will require a total of about $19,000.00 for this division.

III. Teacher-Training in Private Schools.

We hope the General Assembly will continue the present annual appropriation of $15,000.00 for this purpose.

IV. Summer Schools, Vocational Schools, and High Schools.

Appropriations for these projects will, I presume, be included in the general state appropriations for such purposes.

V. The Agricultural and Technical College, Greensboro.

Concerning this school I am submitting the following:

1. It is very necessary that this institution should be raised to a standard of four years above High School in the vocational, agricultural, and other industrial fields. Graduates of this institution are needed as principals of vocational schools; teachers in special subjects for which they are trained in high schools.

2. This addition will require further state appropriations for both maintenance and buildings. Probably an addition of $10,000.00 to $15,000.00 annually will be sufficient for maintenance. Building requirements should be worked out with the officers of the institution and the trustees.

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3. In my judgment, legislation should be enacted coordinating and articulating this institution more closely and more definitely with the State's system of Negro schools; that is, those schools operated directly by the State.

VI. Extension Work.

If one-hundred progressive Negro teachers should apply to the Extension Bureau at the University for advantages offered there, What would the University do? It would probably have to decline to offer the assistance desired. There are many such progressive Negro teachers in North Carolina who would like opportunities offered by an Extension Bureau similar to that at the University. If the General Assembly will make provision for the expansion and development of Slater School as suggested above, I think it will be possible to organize there an Extension Bureau that will handle successfully this phase of our Negro teacher-training work.

B. Indian Education:

I. Cherokee Indian Normal School - Pembroke.

1. Maintenance (annual)	$17,000.00
2. Buildings and Improvements	32,000.00

We have gone over the matter of additional buildings and improvements needed at Pembroke with the Superintendent and Board of Trustees very carefully and we think the estimates are as nearly accurate as can be made now. With the expenditure of the amounts indicated on the report presented to the Budget Commission in December, there will probably not be needed any further large expenditures in the immediate future.

II. Extension Teacher-Training Service.

As you may remember these Indians did not have any public schools from the close of the Civil War until 1887 - more than twenty years. (This, I understand, is historically true.) They were prohibited by law from attending the white schools; and they refused to send their children to the Negro schools, as they were informed they might do. Separate schools were created for them in 1887. Since then almost nothing has been done to train their teachers. Most of them are lamentably weak and poorly prepared.

DIVISION OF NEGRO EDUCATION

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These Indians form a small fairly compact segment of our population, and they are now aroused and interested in better things as they have never been before. For these reasons it will, I think, be possible for us to aid them, the whole group as it were, to raise their standard, if the General Assembly will provide the funds. Only a small amount will be required. My idea is as follows:

1. To employ a strong specially prepared man or woman as supervisor of Teacher-Training among these Indians to work on some such plan as the following:

a. Headquarters to be established at the Normal School - a separate, specially equipped room provided for the purpose.

b. The Indian teachers to be organized into groups, according to training and location - to be visited and taught by the supervisor, either at the Normal or in local district schools.

c. Supervisor to visit individual schools and aid the teachers in their work.

d. Such a supervisor could keep a complete list of all the Indian teachers, their training, certificates, needs, and the like, thus being able to give individual assistance and service.

e. Organize and conduct reading circle and study group work.

f. Cooperate with the superintendent of the Normal School in organizing special training courses at the Normal School in the fall before the public schools open, and in the spring after public schools close.

g. To work in the summer school.

In all this work the supervisor would, in a general way, be under the direction, and cooperate with the superintendent of the Normal School.

2. Raise the standard at the Normal School as rapidly as there are students sufficiently trained to take the higher courses.

It should be organized on a standard two-year normal school basis as early as possible.

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3. If the General Assembly will appropriate $17,000.00 annually for maintenance I believe we can carry forward the intensive program above outlined.

Since so little has been done for this group, it is hoped that this opportunity for rapid development may be given them.

Conclusion. North Carolina made a splendid beginning in 1921 to provide educational advantages for its minority populations - Indians and Negroes. This has brought the State favorable comment from many high sources throughout the country. Doctor Thomas Jesse Jones, who is probably the best known living authority on Negro Education, wrote a prominent editor in North Carolina: "The success of the interracial movements in North Carolina has been greater than in any other part of the world."

Evidently the more the State can do, in reason, for its weaker peoples the greater its honor both at home and abroad.

With best wishes,

Very sincerely yours,

N. C. Newbold,
Director.

* VII. County Training Schools.
If the section in your proposed revisal of the School Law authorizing the establishment and support of county training schools is approved by the General Assembly, it will probably be possible to secure adequate public support for these schools. We now have twenty-five such schools for Negros in North Carolina. They occupy a pivotal position in our Negro work. They are our only hope for developing standard high schools in the counties.

NC 250

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 19, 1923

Mr. Ernest A.Buttrick
General Education Board
61 Broadway
New York City

My dear Mr. Buttrick:

I am inclosing herewith receipted invoices covering expenditures as listed in my letter of January 20, 1923, on account of your Board's appropriation for Equipment in the Negro State Normal Schools in North Carolina, 1922-1923

A correction in my letter of January 20 should be made under No. 18, Slater Normal School. Please correct the amount to read $575.70. The summary of expenditures to January 20, 1923, would be changed to read as follows:

Elizabeth City Normal School	$	1,681.00
Fayetteville Normal School		7,509.50
Slater Normal School		20,512.99
Total -	$	29,703.49
Balance - Jan. 20, 1923 -		296.51
First payment on Appropriation	$	30,000.00

Please check these invoices and acknowledge receipt, indicating whether or not you find them to be correct.

Very truly yours

A. J. Brower

Director of Finance.

D-
Incls.

February 23, 1923.

Mr. A. S. Brower,
Director of Finance,
State Department of Education,
Raleigh, N. C.

My dear Mr. Brower:

In accordance with your letter of February 19, I have checked the invoices which you enclosed, covering equipment purchased for the Negro State Normal Schools in North Carolina, and am returning same herewith.

I find that the bill of E. W. A. Rowles Company, Chicago, covering equipment for the Slater Normal School, should be $276.44 instead of $277.44, and that the bill of Berry O'Kelly, Method, N. C., covering equipment for the Fayetteville State Normal School, should be $2,152.50 instead of $2,172.50.

I am calling these differences to your attention so that you may have same adjusted.

Cordially yours,

EAB:MVP.

NC250

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 20, 1923.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N Y.

My dear Dr. Buttrick:--

I am sending you, enclosed, a letter which Mr. Newbold has written at my request to me. I shall greatly appreciate the kindness if you will present this matter to your Executive Committee for its consideration. I dislike very much to ask the General Assembly, which is in session now, to appropriate any more money to pay for the completion of the buildings. We are asking for about a half million dollars to carry on the building program for the next two years. But, as Mr. Newbold says, with the best judgment that we could apply to the building program for the past two years, the local committees have exceeded their appropriations by the amount specified in Mr. Newbold's letter. They did this, of course, without any authority of law, but the indebtedness is just.

I sincerely hope that the Executive Committee will permit us to use such a part of the $125,000 as may not be used for furniture to pay part on the heating and lighting fixtures. We shall then be able to give the State a completed building program, fully equipped, that will surpass anything that the State has secured from a similar appropriation.

With assurances of best wishes and kindest regards,
I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

C 250

DIVISION OF NEGRO EDUCATION

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Department of Public Instruction
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February 20, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

My dear Doctor Brooks:

The General Assembly of 1921 made available $500,000.00 for buildings and improvements at our three Negro State Normal Schools; that is, $100,000.00 had been made available by previous meetings of the General Assembly but not used. After the adjournment of the 1921 Assembly it was found that $6,000.00 of the Bond Issue made available in that year was given to an Indian school, leaving a total of $494,000 for the three Negro schools. This has been divided among these schools and used in the construction of new buildings. In addition to this amount a little more than $7,500.00 has been used at Elizabeth City from a surplus in other funds for installing water, sewerage, baths, etc., in the old dormitory at that school. Thus it will be seen that slightly more than $500,000.00 has been used in improvements at the three schools. All of this money has been drawn from the State Treasury and used as set out above except $ 1,229.25 . Request is being made today that voucher for this amount be sent to the treasurer of the Fayetteville State Normal School. The various Boards of Trustees and members of the Division of Negro Education have tried earnestly to spend this money to the best possible advantage to the Negroes and to the State. Painstaking care and investigations were given to the matter of selecting architects and contractors. Contracts were let on close margins in the hope of securing the largest amount of construction for the money we had. In spite of the best we could do (even when some of the trustees represent the best group of business men in the State) extras, necessary additions, changes or corrections have carried the costs beyond the appropriations. There will be an average deficit of something like $6,000.00 or $7,000.00 at each school. The work has been completed at two of the schools and the contractors are anxious for their money; that is, the balances due. Building at the third school will be completed by the fifteenth of March.

After the adjournment of the Legislature of 1921, which made available a half million dollars for improvements at the three Negro Normal Schools, we presented an appeal to the General Education Board for funds sufficient to equip these schools in order that we

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might use all our State Appropriation of $500,000.00 for construction. The General Education Board generously made available $125,000.00 for equipment. When we came to discuss what might be included in equipment we asked if plumbing and heating fixtures might be so included. As I recall the General Education Board did not definitely approve or decline this request, leaving the matter open for later decision. We have had two advancements from the General Education Board, one for $30,000.00 and another for $40,000.00, making a total of $70,000.00. We have bought furniture and equipment and have outstanding contracts for further equipment which will cost about $55,000.00 or $60,000.00. Considerable additional equipment will be purchased in the next few weeks. I am confident the original appropriation of the General Education Board, $125,000.00, will be ample to take care of all necessary equipment and leave a sufficient margin to use $6,000.00 or $7,000.00 at each school to apply on plumbing and heating, and to make a start at least on one other project which we have presented to Doctor Buttrick; namely, the improvement of the grounds at the three Negro Normal Schools.

Favorable action of the General Education Board in this matter would enable us I believe to close out our deficits, which seem to have been unavoidable, and still be using the Board's funds for a very necessary kind of equipment; namely, plumbing and heating.

If you deem it wise to present this matter to Doctor Buttrick and his associates, I believe we shall have their sympathetic cooperation in a matter which, to me, is now embarrassing.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

February 23, 1923

Hon. E. C. Brooks
State Department of Public Instruction
Raleigh
North Carolina

Dear Dr. Brooks:

Your letter of February 20 is at hand. I will refer it to my associates at the earliest practicable date.

Cordially yours,

WALLACE BUTTRICK

WB/LFA

A C 250

February 26, 1923

Mr. Trevor Arnett, Secretary,
General Education Board,
61 Broadway,
New York City.

My dear Mr. Arnett:

I should recommend favorable action on Mr. Newbold's request to apply $6,000 or $7,000 on each of the three North Carolina Normal School buildings on plumbing and heating expense.

The word equipment is often technically interpreted as inclusive of such expenses unless specifically restricted; e.g., "building equipment" is interpreted to include heating, lighting and toilet facilities, but plumbing and special light and power lines for laboratories are often excluded from "building equipment" and included with "laboratory equipment" as is also steam and air line construction for laboratory use. In the same way chairs, desks, cases and other furniture are often classed with either "classroom and office equipment" or "laboratory equipment" but are not included in the term "building equipment".

The action of the General Education Board at their meeting held May 26, 1921 is as follows:

RESOLVED, That the Executive Committee be, and it hereby is, authorised, in its discretion, to appropriate to the State Department of Education of North Carolina a sum nor exceeding One hundred twenty-five thousand Dollars ($125,000) to be used in purchasing equipment for the new buildings contemplated at the three Negro State Normal Schools, the funds for which have already been provided by the State.

Jackson Davis, in a letter dated January 19, 1922, estimated $97,000 for the movable equipment and this sum was appropriated for this purpose by the Executive Committee on January 24, 1922, in accordance with the above action of the Board.

Mr. Davis, in his letter of January 19, 1922 recommends "a generous construction of the term 'equipment'".

The equipment list prepared by Dr. Brooks attached to the same letter, includes inside plumbing, lavatories, heating, lighting fixtures, etc., in addition to furniture.

In view of the existing situation described in Dr. Brooks' letter of February 20, with an enclosed letter of the same date from Mr. Newbold, I should recommend favorable action on the request, unless some matters not disclosed in the files prevent such action. This would evidently involve action by the Executive Committee appropriating the remainder ($28,000) of the Board's original appropriation of $125,000. This action presumably would include some reference to detailed reports of the items to be covered.

Yours very truly,

H. J. Thorkelson

HJT/GW

NC250

February 27, 1923

Hon. E. C. Brooks,
State Department of Public Instruction,
Raleigh, North Carolina.

My dear Dr. Brooks:

Your letter of February 20th, addressed to Dr. Buttrick regarding the appropriation for equipment for the three Negro State Normal Schools of North Carolina, was received and the question you raised presented to the Executive Committee for its consideration at its meeting held today. I am pleased to inform you that the Committee took the following action:

> RESOLVED, That in accordance with the authorization of the Board May 26, 1921, a sum not exceeding Twenty-eight thousand Dollars ($28,000), being the remainder of the amount authorized by the Board at that meeting, be, and it hereby is, appropriated to the State Department of Public Instruction in North Carolina to be used in purchasing plumbing and heating fixtures and other equipment for the new buildings at the three Negro state normal schools, the funds for which have already been provided by the State; it being stipulated that the details of the appropriation under this resolution be, and they hereby are, referred to the officers of the Board with power.

I infer from Mr. Newbold's letter to you under date of February 20th that payment covering the heating and lighting fixtures

if made from the appropriation of the General Education Board, will still leave a sufficient sum to pay for the equipment needed and contemplated.

With cordial regards I am,

Very truly yours,

TA/CW

NC 250

Superintendent of Public Instruction
State of North Carolina
Raleigh

March 2, 1923.

Dr. Trevor Arnett,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Arnett:--

Your letter of February 27th gave us much joy. We can now complete these buildings without drawing on the funds appropriated by the General Assembly of 1923, and as I wrote Dr. Buttrick, we will have three fine buildings as a result of the appropriations made two years ago.

You will be interested to know that the General Assembly is providing another bond issue of $500,000 for the improvement of these three normal schools. It has also made it possible for us to purchase the National Training School at Durham, North Carolina, thus giving us four normal schools for the Negroes. We have also planned to make the Slater Normal School a four year institution. The General Assembly has not finally enacted the bill providing for the half million dollar bond issue, but there seems to be so far little doubt about the passage of it.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

The bond issue bill has just passed

March 5, 1923.

Dr. E. C. Brooks,
State Superintendent Public Instruction,
Raleigh, N. C.

My dear Dr. Brooks:

I am delighted to receive your letter of March 2nd containing the announcement that a bond issue has just been passed, making it possible to improve the three normal schools for Negroes, and also to purchase an additional school at Durham.

With cordial regards, I am

Yours very truly,

TA AM

TREVOR ARNETT

N C250

Superintendent of Public Instruction
State of North Carolina
Raleigh

March 8, 1923

RECEIVED
MAR 10 1923
GENERAL EDUCATION BOARD

Doctor Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Buttrick:

Your letter concerning Francis Atkins has been received and forwarded to him for the information which you desire. Just as soon as we hear from him I shall be glad to write you.

You will be interested to know our General Assembly which has just closed was good to us. They made available $469,000.00 for Building and Improvement at our Negro Normal Schools and $37,000.00 for our little Indian Normal Schools. For Maintenance they have doubled their appropriation of two years ago, making available $150,000.00 for Negroes and $18,000.00 for Indians.

Since the needs at some of these places are so urgent I am anxious to make plans for dormitories, cooking room, and dining room space, especially at Elizabeth City and Fayetteville. We hope to begin construction on the most absolutely necessary buildings at these places in a very short time. Before we begin I am hoping it will be possible to have some expert pass upon location of buildings and arrangement of grounds.

I am sure you can understand the possibility of this continued progress makes us all very happy, and I feel we can accomplish some results worth while.

We hope we can have you come to see us at any time you find it convenient.

With best wishes, I am

Very sincerely yours,

N. C. Newlood

March 10, 1923

Mr. N. C. Newbold
c/o State Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Newbold:

Your letter of March 8 is received while Dr. Buttrick is away from the city. When he returns, early in April, he will be glad to see it.

Your mention of Mr. Atkins reminds me to return to you the enclosed letter which he wrote you on January 31, and which had been held pending the decision on his application for a scholarship.

Very truly yours,

LILLIAN F. ADAMS

Secretary to
Dr. Buttrick

LFA

P.S. - Another enclosure is the letter which Dr. S. G. Atkins wrote you on February 8.

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, State Superintendent Public Instruction

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, Director
MISS ANNABEL PRATT, Secretary
G. H. FERGUSON, Assistant Director
W. A. ROBINSON, Supervisor of Teacher-Training and High Schools

W. F. CREDLE, Supervisor of Rosenwald Fund
MISS LILLIAN RAY, Stenographer
G. E. DAVIS, Supervisor of Rosenwald Buildings
MRS. ANNIE W. HOLLAND, Supervisor of Elementary Schools

Held
N. C. 250

April 11, 1923

Doctor Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Doctor Buttrick:

You probably remember the requests which we filed with you last November concerning two matters.

1. The use of part of the General Education Board's appropriation of $125,000.00 in 1921 for equipment at the Negro Normal Schools in North Carolina. In this request we asked if the Board would be willing for us to use part of this amount to employ a skilled landscape architect to make the necessary plans for improving the grounds at the three Normal Schools and then carry out his suggestions. We suggested that $15,000.00 to $25,000.00 might be used to good advantage in this way. Further it was stated that we thought there would be a sufficient amount in the Fund for this purpose.

Since we are now planning to use our new appropriation of $469,000.00 for further building and improvement at the Negro Normal Schools, we are anxious to have some one advise us about the locations of buildings and improvements of the grounds. We shall, therefore, appreciate a statement from you and your associates on this matter. We now have architects drawing plans for new buildings and will want to begin work on some of them within the next thirty days.

2. We stated it might be possible to get from the General Assembly in the sessions of 1923 and 1925 at least another half million dollars for further development, and asked if the Board might be willing to make an appropriation of $250,000.00 to help in this continued development. You will note from the statement above that our recent Legislature has given us $469,000.00. By reason of this larger appropriation than was anticipated in our statement in November by our recent Legislature, I believe we can easily get from the State the two sessions of 1923 and 1925 at least three-quarters of a million dollars for the Negro Normal Schools.

DIVISION OF NEGRO EDUCATION

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State of North Carolina
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In the event this money is made available by the State, the General Education Board might be willing to contribute the amount I have mentioned above, making a full Million Dollars for development in the two biennial periods.

I am, of course, not urging this matter, but respectfully bringing it to your attention and, through you, to your associates.

Doctor Brooks is out of the city and will be away until next Monday. I am, therefore, forwarding this letter direct because I know he would approve what I have written.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

April 13, 1923

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Newbold:

Your letter of the 11th is at hand. I recall a conversation with you about the use of the balance of our appropriation. At a meeting of our Executive Committee held February 28, 1923, we presented the request from Professor Brooks for the balance of our appropriation. Whereupon the following resolution was adopted:

> RESOLVED, That in accordance with the authorization of the Board May 26, 1921, a sum not exceeding Twenty-eight thousand Dollars ($28,000), being the remainder of the amount authorized by the Board at that meeting, be, and it hereby is, appropriated to the State Department of Public Instruction in North Carolina to be used in purchasing plumbing and heating fixtures and other equipment for the new buildings at the three Negro state normal schools, the funds for which have already been provided by the State; it being stipulated that the details of the appropriation under this resolution be, and they hereby are, referred to the officers of the Board with power.

You will note that the details of the appropriation under the resolution were referred to the officers of this Board with power. If you and Dr. Brooks will prepare for us a schedule of the use proposed to be made of the $28,000, we will consider and pass upon it.

I also recall conversation with you about a further appropriation for the Negro Normal Schools. Mr. Arnett is away and I am leaving today for ten days. Mr. Arnett will not return until the first of May. When he gets here, we will take up this suggestion and give it careful consideration.

With all good regards, I am,

Cordially yours,

WALLACE BUTTRICK

P.S. Since writing the foregoing I find that there is still a balance left in our hands of the $97,000 appropriated, which with the $28,000 makes the $125,000. Cannot you and Dr. Brooks make out a schedule for the use of the entire balance and let me bring it to my associates for decision?

WB/KHO

NC250

Rec 4-20

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, State Superintendent Public Instruction

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, Director
MISS ANNABEL PRATT, Secretary
G. H. FERGUSON, Assistant Director
W. A. ROBINSON, Supervisor of Teacher-Training and High Schools

W. F. CREDLE, Supervisor of Rosenwald Fund
MISS LILLIAN RAY, Stenographer
G. E. DAVIS, Supervisor of Rosenwald Buildings
MRS. ANNIE W. HOLLAND, Supervisor of Elementary Schools

RECEIVED
APR 20 1923
GENERAL EDUCATION BOARD

April 18, 1923

Doctor Wallace Buttrick,
General Education Board
61 Broadway,
New York, N. Y.

Dear Doctor Buttrick:

I thank you very much for your letter of April 13th concerning the appropriation for our colored State Normal Schools.

Enclosed is copy of letter I have just dictated to Doctor Brooks, who is out of the city today. When he returns I shall ask him to let you hear from him promptly concerning this matter.

We shall be very happy to hear further from you and Mr. Arnett when it is convenient.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

OF NEGRO EDUCATION

C. NEWBOLD, DIRECTOR
NABEL PRATT, SECRETARY
ERGUSON, ASSISTANT DIRECTOR
ROBINSON, SUPERVISOR OF
CHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

April 18, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

Dear Doctor Brooks:

In a letter dated April 13, 1923 received from Doctor Buttrick he suggests that we make out a schedule for the use of the entire balance of the $125,000.00 which was appropriated by the General Education Board in May 1921 for equipment in Negro State Normal Schools. I am suggesting for your consideration the following for the use of the entire Fund:

1. Equipment, approximately	$85,000.00
2. Plumbing and heating fixtures, approximately	25,000.00
3. Improvements on grounds of Negro Normal Schools, approximately	15,000.00
Total	$125,000.00

In the event we should need slightly more or less for either of the items mentioned above, I hope the General Education Board will be willing for us to make transfers, making, of course, a final definite report to the Board of expenditures under each item.

We have already received $70,000.00 of the amount and shall need other funds immediately.

If you approve my suggestions I shall be glad if you will write Doctor Buttrick about the matter at once.

With best wishes, I am

Very sincerely yours,

Director.

April 20, 1923

Mr. N. C. Newbold
Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Newbold:

In Dr. Buttrick's absence I am acknowledging receipt of your letter of April 18 together with a copy of a letter sent to Dr. Brooks by you. On Dr. Buttrick's return to the office in a few days, your letter will come to his attention.

Sincerely yours,

Secretary to
Dr. Buttrick

KEO

NC 250

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

April 18, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

Dear Doctor Brooks:

In a letter dated April 13, 1923 received from Doctor Buttrick he suggests that we make out a schedule for the use of the entire balance of the $125,000.00 which was appropriated by the General Education Board in May 1921 for equipment in Negro State Normal Schools. I am suggesting for your consideration the following for the use of the entire Fund:

1. Equipment, approximately	$85,000.00
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3. Improvements on grounds of Negro Normal Schools, approximately	15,000.00
Total	$125,000.00

In the event we should need slightly more or less for either of the items mentioned above, I hope the General Education Board will be willing for us to make transfers, making, of course, a final definite report to the Board of expenditures under each item.

We have already received $70,000.00 of the amount and shall need other funds immediately.

If you approve my suggestions I shall be glad if you will write Doctor Buttrick about the matter at once.

With best wishes, I am

Very sincerely yours,

N C Newbold

Director.

NC250

RECEIVED
APR
27
1923
GENERAL EDUCATION BOARD

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 24, 1923.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Buttrick:—

I am sending you, enclosed, a letter from Mr. Newbold. After going over the matter with him very carefully, it seems that the distribution of the $125,000 should be made according to the suggestions contained in Mr. Newbold's letter. I sincerely hope that this will meet with your approval.

With assurances of best wishes and kindest regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

n April 26, 1923

Dr. E. C. Brooks
State Superintendent Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

Your letter of April 24th covering a letter from Mr. Newbold has been received. I have consulted with my associate officers and they feel that this requisition is too indefinite to justify us in exercising our right as officers to pay over the balance of this appropriation. The word "approximately" is used in every case. Without overtaxing Mr. Newbold, we are wondering if he cannot tell us more definitely what has been spent for equipment and what careful estimate you have of the use of the balance; the same regarding plumbing and heating fixtures and improvements on grounds of Negro normal schools. The Board was anxious to help you in giving the officers this power, but the officers have to report to the Board proper details of expenditure, if it expects the officers to give it similar powers in other cases. Do pardon me for these suggestions.

Cordially yours,

WALLACE BUTTRICK

WB/KED

NC 250

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

May 11, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

Dear Doctor Brooks:

Two years ago the General Education Board made an appropriation of $125,000.00 for equipment in Negro Normal Schools in North Carolina. Sometime ago we requested the officers of the Board to permit us to use $15,000.00 of this amount with which to employ an expert landscape architect to suggest proper improvement of the grounds, location of buildings, and the like, at these schools; and to have the work done as suggested by such an expert. The officers of the Board have gone over the resolution making this appropriation available and do not believe they have the authority to grant our request for such use of the $15,000.00. However, Doctor Buttrick and other officials of the Board expressed a willingness a few days ago to present this matter to the regular annual meeting of the Board this month, and ask if they are willing to amend the original resolution so that we can use $15,000.00 as indicated above.

I shall appreciate it if you will bring this matter to the attention of Doctor Buttrick and other officials of the Board at once.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

May 14, 1925

Dr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

Your letter of May 11th is at hand. I have already written to Mr. Newbold regarding his request for aid to the proposed Orange County Training School. He will doubtless show you that letter.

I have also said to him that it is the judgment of the executive officers of this Board that under the resolution of our Board appropriating $125,000 for the equipment of the three Negro normal schools, the sum of $15,000, proposed to be used for improving grounds, would not come within the terms of the resolution. The officers, therefore, have no power to authorize its use for that purpose.

In conversation with Mr. Newbold at Hampton, Mr. Thurkelson and I received the impression that he wished to secure more from the legislature for the new buildings for the normal schools in addition to the $468,000 already appropriated, and that he would like to have us make a contribution which, with a further sum to be given by the legislature, will bring the total to one million dollars. It was further our understanding that this would be postponed until the time of the next meeting of the legislature. In Mr. Newbold's letter to you of May 11th, he would seem to request an

appropriation of $250,000 before the proposed action of the legislature in 1955. On the whole, we all think this had better go over until our autumn meeting when we could have more time for its consideration.

The application for Dr. Credle will be presented to the Board in connection with other requested appropriations for state agents.

Cordially yours,

WALLACE BUTTRICK

WB/KMB

dC 250

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED
MAY
14
1923
GENERAL EDUCATION BOARD

May 11, 1923.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Dr. Buttrick:--

Mr. N. C. Newbold has been in conference with you at Hampton concerning certain needs pertaining to the work in this State. On his return we have taken up matters discussed between you and him and I have requested him to put in writing his recommendations, which I enclose. I wish to add my endorsement very strongly to his appeal for aid.

1. That you consider the application for equipping the new buildings that may be erected out of the appropriation made by the General Assembly of 1923, namely; $469,000.

2. That you consider very seriously the application to aid the Orange County Training School in erecting an institution at Chapel Hill which will be an object lesson to the students of the University and give them some idea as to what the State believes to be necessary for the better education of the Negroes.

3. That you also consider very seriously the application for an appropriation of at least $2000 to aid the Department of Negro Education in paying the salary of Mr. Credle and clerical assistance.

4. That you permit the Department to use $15,000 of the $125,000 in improving the grounds at the Negro Normal Schools.

With assurances of best wishes and kindest regards, I am

Very sincerely yours,

A. W. Brooks

State Superintendent Public Instruction.

May 14, 1925

Dr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

Your letter of May 11th is at hand. I have already written to Mr. Newbold regarding his request for aid to the proposed Orange County Training School. He will doubtless show you that letter.

I have also said to him that it is the judgment of the executive officers of this Board that under the resolution of our Board appropriating $125,000 for the equipment of the three Negro normal schools, the sum of $15,000, proposed to be used for improving grounds, would not come within the terms of the resolution. The officers, therefore, have no power to authorize its use for that purpose.

In conversation with Mr. Newbold at Hampton, Mr. Thorkelson and I received the impression that he wished to secure more from the legislature for the new buildings for the normal schools in addition to the $469,000 already appropriated, and that he would like to have us make a contribution which, with a further sum to be given by the legislature, will bring the total to one million dollars. It was further our understanding that this would be postponed until the time of the next meeting of the legislature. In Mr. Newbold's letter to you of May 11th, he would seem to request an

appropriation of $20,000 before the proposed action of the legislature in 1935. On the whole, we all think this had better go over until our autumn meeting when we could have more time for its consideration.

The application for Mr. Credle will be presented to the Board in connection with other requested appropriations for state agents.

Cordially yours,

WALLACE BUTTRICK

WB/KMB

A C 250

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

May 11, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

Dear Doctor Brooks:

Sometime ago we made an appeal to the General Education Board for further aid in developing our State Normal Schools for Negroes. In brief the appeal was as follows:

1. That the State provide at the meetings of the General Assembly in 1923 and 1925 $750,000.00/

2. That the General Education Board appropriate $250,000.00 to aid in making these schools fully qualified to do the work that will be expected of them in North Carolina.

If this matter should be favorably considered by the Board, aid from that source might be made available in four annual installments as follows:

1923	$78,167.00
1924	78,167.00
1925	46,833.00
1926	46,833.00
Total	$250,000.00 for the four years.

As you know the State Legislature, recently adjourned, appropriated $469,000.00 for further development at the Negro Normal Schools. On this same program we would expect the General Assembly of 1925 to make available at least $281,000.00.

As will be seen above, this program while making a considerable request of the General Education Board, would make the funds available in four annual installments; or in any way the Board might see fit.

I shall appreciate it if you will forward this request to the General Education Board.

With best wishes, I am

Very sincerely yours,

Director N. C. Newbold

May 14, 1923

Mr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

Your letter of May 11th is at hand. I have already written to Mr. Newbold regarding his request for aid to the proposed Orange County Training School. He will doubtless show you that letter.

I have also said to hii that it is the judgment of the executive officers of this Board that under the resolution of our Board appropriating $125,000 for the equipment of the three Negro normal schools, the sum of $15,000, proposed to be used for improving grounds, would not come within the terms of the resolution. The officers, therefore, have no power to authorize its use for that purpose.

In conversation with Mr. Newbold at Hampton, Mr. Thorkelson and I received the impression that he wished to secure more from the legislature for the new buildings for the normal schools in addition to the $469,000 already appropirated, and that he would like to have us make a contribution which, with a further sum to be given by the legislature, will bring the total to one million dollars. It was further our understanding that this would be postponed until the time of the next meeting of the legislature. In Mr. Newbold's letter to you of May 11th, he would seem to request an

appropriation of $250,000 before the proposed action of the legislature in 1925. On the whole, we all think this had better go over until our autumn meeting when we could have more time for its consideration.

The application for Mr. Credle will be presented to the Board in connection with other requested appropirations for state agents.

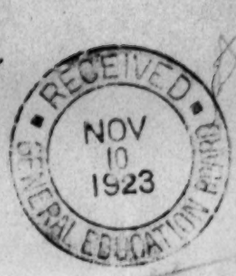
Cordially yours,

WALLACE BUTTRICK

NC 250

Superintendent of Public Instruction
State of North Carolina
Raleigh

Carded G.W.



November 8, 1923.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Sir:--

It seems that the General Education Board appropriated $125,000 to the State Department of Education in 1921 with which to equip the three Negro Normal Schools. Mr. Newbold, Director of Negro Education, asked some time ago to be allowed to use $15,000 of this money to provide certain improvement plans. He was notified that under the resolution under which this money is apportioned, that this could not be allowed. We have used, as I understand it, $110,000 of this appropriation in equipping these institutions. We should like to use the remaining $15,000 about as follows :

Kitchen equipment, Elizabeth City.....	$2,500.00
Kitchen equipment, Fayetteville.....	2,500.00
Library equipment, Elizabeth City, Fayetteville and Winston-Salem.....	2,850.00
Books for Library, Elizabeth City.....	2,000.00
Books for Library, Fayetteville.....	2,000.00
Books for Library, Winston-Salem.....	2,000.00
Total.....	$13,850.00

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. Wallace Buttrick.

November 13, 1923

Recently the State has taken over the National Training School, at Durham, N. C., which we are trying to operate as a State normal school for Negroes. We find that this institution is in desperate need of equipment, and if it meets with the approval of your Board, we should like to use about $1,150 of the appropriation, mentioned in the first of this letter, in purchasing library and other necessary equipment for the Durham Normal School.

If your Board approves the matters set forth in this letter, we shall go right ahead making the purchases indicated above.

I am,

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

November 19, 1923

Honorable A. T. Allen,
Superintendent of Public Instruction,
Raleigh, North Carolina.

My dear Mr. Allen:

Your request of November 8th, addressed to Dr. Battrick, will be presented to our officers at the earliest opportunity.

The appropriation made by the General Education Board was limited to three schools and under these circumstances it would be impossible to make any allotment to the fourth school you mention at Durham, North Carolina. Your request regarding the other three will be carefully considered.

Yours very truly,

H. J. THORKELSON

HJT/GW

N C 250

Officers

Wallace Buttrick
Chairman of the Board
Wickliffe Rose
President
Abraham Flexner
Trevor Arnett
Secretaries
E. C. Sage
W. W. Brierley
Assistant Secretaries
L. G. Myers
Treasurer
L. M. Dashiell
Assistant Treasurer
Ernest A. Buttrick
Auditor

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

JACKSON DAVIS, GENERAL FIELD AGENT
603 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

Members

Frederick T. Gates
J. D. Rockefeller, Jr.
Albert Shaw
Wallace Buttrick
Edwin A. Alderman
Henry Pratt Judson
Wickliffe Rose
Jerome D. Greene
Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Charles P. Howland
Trevor Arnett
James R. Angell
Raymond B. Fosdick

November 24, 1923

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway, New York City

RECEIVED • GENERAL EDUCATION BOARD • NOV 26 1923

Dear Mr. Thorkelson:-

This is to acknowledge your letter of the 19th, and to say that I shall be glad to look into the question of further equipment for the North Carolina normal schools and let you know the needs.

Very sincerely yours,

Jackson Davis

JD-W

NC250

November 19, 1923

Mr. Jackson Davis,
603 Atlantic Life Building,
Richmond, Virginia.

Dear Mr. Davis:

I am enclosing a copy of a letter received from Superintendent Allen of the State of North Carolina, requesting authority to use the remaining $15,000 of the $125,000 appropriation for equipment of normal schools. You will note he includes in this $1,150 for a fourth school at Durham, North Carolina but obviously none of the original appropriation is available for the fourth school.

We are puzzled over this request for $13,850 for the three normal schools. I know you appreciate the fact that my associates are more interested in doing a particular job than they are in spending a lump sum and the question very naturally arises as to whether a complete or incomplete task was performed with the equipment money already drawn upon. In other works, the question may be baldly worded, is there really need for further equipment at the schools or is this a request to spend an unused appropriation? If the latter is even partly true, the request would not appeal to us.

Some time at your convenience would it be possible to look into this matter from this point of view?

With kindest personal regards,

Yours very truly,

H. J. THORKELSON

HJT/ow

Some time at your convenience would it be possible to look into this matter from this point of view?

With kindest personal regards,

Yours very truly,

H. J. THORKELSON

HJT/GW

NC250

HENRY E. FRIES
WINSTON-SALEM, N. C.

December 18, 1923.b

Dr. Wallace Buttrick,
John Hopkins Hospital,
Baltimore, Md.

Dear Sir:

Yours of the 14th has been received. I was surprised to learn that you were again at John Hopkins. I trust that the treatment will prove beneficial as you now anticipate and that you may right early be restored to perfect health and strength.

It may interest you to know that on yesterday we had a very interesting conference concerning the additional developments at Slater School. We have had a topographical map made of the entire property, and yesterday I arranged a conference between messrs Newbold, Gillette, and the City officials, looking toward certain changes in the streets in and around the property, which will throw all the school property into one body and really improve the street grades. I trust this will be accomplished successfully.

Mr. Newbold has a vision concerning Slater School which we hope will be realized in the future and add much to the usefulness and influence of that institution. As you know the State made an appropriation for an additional building, and before proceeding with the same, after the streets, etc., have been finally located, I hope to have Mr. Thorkelson visit us and advise concerning these developments. We hope to begin the construction of these buildings concerning which I spoke to you in our last interview, early in 1924.

In connection with our present developments, I wish again to thank you for your advice and sympathetic cooperation.

With very best wishes for your speedy recovery, I am

Yours very respectfully,

H. E. Fries

NC250

HENRY E. FRIES
WINSTON-SALEM, N. C.

January 7, 1924.b

Dr. E. C. Sage,
61 Broadway,
New York, N. Y.

My dear Doctor:

I very greatly appreciate your favor of January 4, and the information contained therein. I had an idea for some time past, that the party in question was a very free talker. We are anxious, of course, to do what we can to accomplish the desired results, but I have notified my Board of Trustees, that we would take no action until you had consummated your plans. I will be very glad indeed to have your conclusion at your earliest convenience after you feel at liberty to transmit the same.

We have had plans made for an additional administration building, which can be utilized in future for class-room work and as soon as we have perfected our own plans and the outlay of the ground, I am hoping to have a visit from Mr. Thorkelson.

Yours respectfully,

H. E. Fries

President - Board of Trustees,
Slater State Normal School.

NC-250

STATE NORMAL SCHOOLS
NORTH CAROLINA

GENERAL EDUCATION BOARD EQUIPMENT FUND

Total Amount of Appropriation (May 26, 1921) $125,000.00

Contributed for equipment of the three State Normal Schools:

EXPENDITURES:

School	For	Amount	
Elizabeth City	Plumbing & Heating	$ 5,500.00	
	Furniture & Equipment	29,770.23	$ 35,270.23
Fayetteville	Plumbing & Heating	$12,500.00	
	Furniture & Equipment	30,081.25	$ 42,581.25
Slater Normal	Plumbing & Heating	$ 7,000.00	
	Furniture & Equipment	23,765.96	$ 30,765.96
TOTAL AMOUNT EXPENDED FOR THREE NORMAL SCHOOLS			$108,617.44
		BALANCE	$ 16,382.56

ESTIMATED AMOUNTS NEEDED FROM THIS BALANCE:

Durham State Normal,	Library Equipment	$ 750.00	
	Science "	550.00	
	New Sewing machines	275.00	
	Cooking Equipment	175.00	
	Furniture for dormitory	675.00	
	Kitchen & Dining room equipment	600.00	
	Plumbing -repairs & renewals	1,975.00	$ 5,000.00
Elizabeth City,	Library equipment	$ 3,366.80*	
	Cooking "	1,765.76	$ 5,132.56
Fayetteville,	Library equipment	$ 1,250.00	
	Science "	1,500.00	$ 2,750.00
Slater Normal,	Library equipment	$ 1,000.00	
	Laundry "	2,500.00	$ 3,500.00
TOTAL AMOUNT NEEDED FOR FOUR STATE NORMAL SCHOOLS			$ 16,382.56

*(Invoice received for $2,366.80 of this amount)

February, 1924

NC 250

Officers

William Buttrick
Chairman of the Board
Wickliffe Rose
President
Abraham Flexner
Trevor Arnett
Secretaries
E. C. Sage
W. W. Brierley
Assistant Secretaries
L. G. Myers
Treasurer
L. M. Dashiell
Assistant Treasurer
Ernest A. Buttrick
Auditor

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

JACKSON DAVIS, GENERAL FIELD AGENT
603 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

RECEIVED FEB 2 1924 GENERAL EDUCATION BOARD

Members

Frederick T. Gates
J. D. Rockefeller, Jr.
Albert Shaw
Wallace Buttrick
Edwin A. Alderman
Harry Pratt Judson
Wickliffe Rose
Jerome D. Greene
Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Charles P. Howland
Trevor Arnett
James R. Angell
Raymond B. Fosdick

February 1, 1924

Miss Irene E. Golden,
General Education Board,
61 Broadway, New York City

My dear Miss Golden:-

At Mr. Davis's request I send you herewith statements regarding the North Carolina State Normal Schools, together with a letter from Superintendent A. T. Allen, making request of $5,000 for the Durham State Normal School. Mr. Davis will bring his report on this school, and any other information we have, when he goes to New York for conference with the officers.

After necessary changes were made in this statement, I did not stop to re-write any part of it, so please pardon its appearance. I think you will understand the corrections.

Very sincerely yours,

E. M. Williamson

ENCS.

February 2, 1924

Miss E. M. Williamson,
Secretary to Mr. Jackson Davis,
603 Atlantic Life Building,
Richmond, Virginia.

My dear Miss Williamson:

Thank you very much for your letter of January 30th enclosing statements on the Hampton and Tuskegee Summer Schools, the Supervising Industrial Teachers and the Clerical Assistance for Dr. Dillard, which Mr. Davis would like to have inserted in the docket of the forthcoming Board meeting. I also wish to acknowledge the receipt of your letter of February 1st, containing material on the North Carolina State Normal Schools. I shall have pleasure in holding these statements until Mr. Davis comes to New York for the conference with the officers of the Board in connection with matters to be considered at the next Board meeting.

Very truly yours,

Assistant to
Mr. Brierley

IEB:GW

March 4th, 1924

Mr. H. E. Fries,
Winston-Salem, N. C.

My dear Mr. Fries:

Returning to the office I find your letter of January 7th. I sincerely regret that I missed you when you called at our office. I am always glad to see you.

Last week when Mr. Jackson Davis was here I talked with him and with our Mr. Thorkelson about your plans for the Slater State Normal School. I suggested that at their convenience they visit Winston-Salem, and they have agreed to do so. Just when this can be done, of course, I do not know.

I hope that I shall be more fortunate and be at home the next time you call.

Cordially yours,

ECS-HS

NC250

March 14, 1924.

Mr. E. C. Newbold,
State Department of Education,
Raleigh, North Carolina.

Dear Mr. Newbold:

Mr. Davis has sent me your letter of March 8, in which you inquire about the appropriation of $5,000.00 made by the Board for equipment at the State Normal School at Durham, North Carolina.

This is an outright appropriation and has no connection whatever with the appropriation made sometime ago by the Board for equipment of three Normal Schools in North Carolina. My understanding is that the sum of $15,000.00 of the original appropriation which has not yet been used is still available for equipment at the three Normal Schools covered by the original resolution.

Very truly yours,

WEB:MVP.

Copy to Mr. Jackson Davis.

N C 250

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
G. O. MUDGE, ACTING ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

A. T. ALLEN, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS PEARL FAULKNER, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. R. HUFTY, SUPERVISOR OF CONSTRUCTION

RECEIVED
MAR 19 1923
GENERAL EDUCATION BOARD

March 17, 1924

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Brierley:

Thank you very much for your letter of March 14th.

We are very glad indeed that the Board was willing to appropriate $5000.00 for the Durham State Normal School. We are already making plans to use this money on repairs and equipment at that school.

I am asking Mr. Allen to request the Board to send down the remaining $15,000.00 of the original appropriation for the three old Negro Normal Schools. We have recently purchased equipment for these schools for which we will need all of this amount.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

NC250

March 24, 1924.

Memorandum for Mr. K. A. B.

After conference with Mr. Thorkelson, I have written a letter to Superintendent Allen of North Carolina, telling him that a remittance of $15,000 will be made promptly; this sum being the $5,000 recently appropriated for the equipment of the Durham State Normal School and $10,000 on account of the $15,000 of the original appropriation for the three state normal schools of $125,000 still unpaid. I have requested him to submit a detailed statement after the equipment referred to in a memorandum submitted by Mr. Jackson Davis in February 1924 has been purchased and paid for.

Will you kindly give this matter your attention?

W W Brierley

W. W. B

GMC

NC 251 Division of Schoolhouse Planning 1921-1931

Box 119 Folder 1079

COPY

NC-251

SUPERINTENDENT OF PUBLIC INSTRUCTION
State of North Carolina
Raleigh

June 14, 1921

Dr Abraham Flexner
61 Broadway
New York, N Y

My dear Dr Flexner:

I should have answered your letter in detail earlier but I have been waiting until I could fix a time when I could go to New York to talk with you about matters contained in your letter.

The State Board of Education has authorized us to complete the Division of Negro Education and we hope to have this division functioning fully by the fall.

You are correct in saying that the Supervisor of Rosenwald Buildings should work in coöperation with the Director of Schoolhouse Planning. The Director of Schoolhouse Planning, Mr Blair, has supervision of plans and specifications and location of buildings. The Supervisor of Rosenwald Buildings superintends to a certain extent the construction of buildings in addition to approving plans. It is our purpose that Mr Blair shall have general supervision over the entire Division of Schoolhouse Planning, but it will be impossible for them to divide the State in such a way that one may supervise one part of the State and one another part of the State because the work of the two will be different. However, it is our purpose that they shall not duplicate visits wherever it is possible for one to perform the entire work of supervision.

Mr Newbold is having this week the meetings of the board of trustees of the three Negro Normal Schools. As soon as he makes his round we shall than be able to divide the building fund in such a way as to proceed at once with our construction.

It is my purpose to call together the heads of the Departments of Education of the several institutions for the purpose of outlining very definite plans for the supervision of the high schools this fall.

I expect to go to Des Moines the first of July. It is my desire to see you in New York either the last of June or about the 8th or 9th of July. Of course if neither of these dates is satisfactory I would like to arrange a later date before you take your summer vacation.

Very sincerely yours,

(Signed) E C Brooks,

State Superintendent Public Instruction.

COPY

June 16, 1921

Honorable E C Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr Brooks:

I have received your letter of the fourteenth and in reply have wired you as follows:

> "Happy to see you about the end of June. Will be out of city on my vacation after July first. Do not return until middle of September."

Very sincerely yours,

(Signed) Abraham Flexner.

AF/ESB

:

COPY (Original in N C 248) NC-251

July 1, 1921

Honorable E.C.Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr. Brooks:

At a meeting of the Executive Committee of the General Education Board today the officers presented your letter of June 29, 1921, regarding your program for providing special professional training for educational leadership in North Carolina. I have pleasure in stating that the following action was taken:

****

At the same meeting the officers presented your letter regarding the assistant to Mr. Blair, Director of Schoolhouse Planning. The following action was taken:

> "RESOLVED, That the sum of Two thousand five hundred Dollars ($2,500) for each of two years, commencing July 1, 1921, be, and it hereby is, appropriated to the State Department of Education of North Carolina for the employment of an Assistant to the Director of Schoolhouse Planning in said State Department of Education."

****

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC-251

August 29, 1921

Honorable H. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks,

I have received the July expense account of Mr. W. F. Credle who occupies the position of "Supervisor Rosenwald Fund". Will you kindly inform me if Mr. Credle has been employed as an assistant to Mr. Blair, Director of Schoolhouse Planning, under the recent appropriation made by the General Education Board. Kindly let me hear from you regarding this matter at your convenience.

Very truly yours,

Financial Clerk

RAB-IHG

NC-251

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

September 1, 1921.

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York , N. Y.

My dear Sir:—

I wish to say in reply to your letter that Mr. W. F. Credle has been employed as an assistant to Mr. Blair, Director of Schoolhouse Planning, and his special duties are to supervise the construction of the Rosenwald building. He will work under the direction of Mr. Blair, the Director of Schoolhouse Planning.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

September 8, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks,

Thank you for your letter of September 1st informing me of the appointment of Mr. Credle, who is to work under the direction of Mr. Blair, Director of Schoolhouse Planning.

Very truly yours,

Chief Clerk

WWB-IEG

RC-257

Superintendent of Public Instruction
State of North Carolina
Raleigh

January 4, 1922.

Mr. Ernest A. Buttrick,
61 Broadway,
New York, N. Y.

My dear Mr. Buttrick:--

I have received your letter of December 29th concerning the salary and expenses of Mr. Credle.

Mr. Credle was employed at a salary of $2500.00 a year and he was paid at this rate until October 1st. Since that time he has been paid at the rate of $2700.00 a year. His salary will gradually go up if his work continues to be satisfactory. The State has been supplementing his salary and paying his traveling expenses, which up to the present time has not quite equalled the appropriation from the General Education Board.

It will be satisfactory to us to charge the amount received from the General Education Board to Mr. Credle's salary and permit him to make his travel accountings direct to this office.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC-251

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

April 3, 1922

Mr. Jackson Davis,
508 Chamber of Commerce Building,
Richmond, Va.

Dear Mr. Davis:-

Mr. Newbold suggests that I write you relative to the renewal of the appropriation made to apply on Mr. Credle's salary and expenses. This appropriation was made to cover a two-year period, the current year being the first.

If it is necessary to make a request for the second year to be approved by Doctor Brooks, I shall be glad to do so.

With every good wish, I am

Very sincerely,

G. H. Ferguson

G. H. Ferguson,
Assistant Director

not necessary, is I to Dr. Brooks?

April 21, 1922

Mr. Jackson Davis,
508 Chamber of Commerce Bldg.,
Richmond, Virginia.

My dear Mr. Davis:

You are quite right in your unddrstanding with reference to the term of employment of Mr. Credle. The resolution adopted by the Executive Committee of the General Education Board July 1, 1921 is as follows:

> RESOLVED, That, pursuant to the authorization of the Board May 26, 1921, the sum of Two thousand five hundred Dollars ($2,500) for each of two years, beginning July 1, 1921, be, and it hereby is, appropriated to the State Department of Education of North Carolina for the employment of an Assistant to the Director of Schoolhouse Planning in said State Department of Education.

I take it that Mr. Credle occupies the position of Assistant to the Director of Schoolhouse Planning in the State Department of Education of North Carolina as provided in the foregoing resolution.

Very truly yours,

Chief Clerk

WWB/MSD

NC-251

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
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Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, STATE SUPERINTENDENT PUBLIC INSTRUCTION

W. F. CREDLE, SUPERVISOR OF ROSENWALD FUND
MISS LILLIAN RAY, STENOGRAPHER
G. E. DAVIS, SUPERVISOR OF ROSENWALD BUILDINGS
MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS

May 11, 1923

Doctor E. C. Brooks,
Raleigh, N. C.

Dear Doctor Brooks:

As you will remember the General Education Board two years ago made an annual appropriation of $2500.00 to aid in paying the salary of Mr. Credle, Supervisor of the Rosenwald Fund, in this State. It was our hope to be able to take over this amount from State Funds this year. However, for reasons which you understand, it appears that this will not be possible.

The General Education Board also has appropriated $780.00 annually on the salary of the stenographer in this Division. The Board, I am sure, would be glad to be relieved of this appropriation and as much of the amount named above as possible. I am, therefore, suggesting that you formally request the Board to appropriate $2000.00 annually for the next two years to apply on Mr. Credle's salary and the appropriation for stenographer be entirely eliminated.

Doctor Buttrick and his associates who were at Hampton this week said that they would be glad to bring this matter to the attention of the Board later in this month.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

May 14, 1923

Dr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

Your letter of May 11th is at hand. I have already written to Mr. Newbold regarding his request for aid to the proposed Orange County Training School. He will doubtless show you that letter.

I have also said to him that it is the judgment of the executive officers of this Board that under the resolution of our Board appropriating $125,000 for the equipment of the three Negro normal schools, the sum of $15,000, proposed to be used for improving grounds, would not come within the terms of the resolution. The officers, therefore, have no power to authorize its use for that purpose.

In conversation with Mr. Newbold at Hampton, Mr. Markham and I received the impression that he wished to secure more from the legislature for the new buildings for the normal schools in addition to the $469,000 already appropriated, and that he would like to have us make a contribution which, with a further sum to be given by the legislature, will bring the total to one million dollars. It was further our understanding that this would be postponed until the time of the next meeting of the legislature. In Mr. Newbold's letter to you of May 11th, he would seem to request an

appropriation of $250,000 before the proposed action of the legislature in 1935. On the whole, we all think this had better go over until our autumn meeting when we could have more time for its consideration.

The application for Mr. Credle will be presented to the Board in connection with other requested appropriations for state agents.

Cordially yours,

WALLACE BUTTRICK

WB/KMD

COPY

NC-237

(Original in Folder - North Carolina State Normal Schools for Negroes No N C 250)

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA
RALEIGH

May 11, 1923

Dr. Wallace Buttrick
General Education Board
61 Broadway
New York, N Y

My dear Dr. Buttrick:

Mr. N. C. Newbold has been in conference with you at Hampton concerning certain needs pertaining to the work in this State. On his return we have taken up matters discussed between you and him and I have requested him to put in writing his recommendations, which I enclose. I wish to add my endorsement very strongly to his appeal for aid.

1. That you consider the application for equipping the new buildings that may be erected out of the appropriation made by the General Assembly of 1923, namely; $469,000.

2. That you consider very seriously the application to aid the Orange County Training School in erecting an institution at Chapel Hill which will be an object lesson to the students of the University and give them some idea as to what the State believes to be necessary for the better education of the Negroes.

3. That you also consider very seriously the application for an appropriation of at least $2000 to aid the Department of Negro Education in paying the salary of Mr. Credle and for clerical assistance.

4. That you permit the Department to use $15,000 of the $125,000 in improving the grounds at the Negro Normal Schools

With assurances of best wishes and kindest regards, I am

Very sincerely yours,

(Signed) E. C. Brooks

State Superintendent Public Instruction.

Dr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

May 14, 1925

Dear Dr. Brooks:

Your letter of May 11 is at hand. I have already written to Mr Newbold regarding his request for aid to the proposed Orange County Training School. He will doubtless show you thatletter.

I have also said to him that it is the judgment of the executive officers of this Board that under the resolution of our Board appropriating $125,000 for the equipment of the three Negro Normal schools, the sum of $15,000, proposed to be used for improving grounds, would not come within the terms of the resolution. The officers, therefore, have no power to authorize its use for that purpose.

In conversation with Mr. Newbold, at Hampton, Mr. Thorkelson and I received the impression that he wished to secure more from the legislature for the new buildings for the normal schools in addition to the $469,000 already appropriated, and that he would like to have us make a contribution which, with a further sum to be given by the legislature, will bring the total to one million dollars. It was further our understanding that this would be postponed until the time of the next meeting of the legislature In Mr. Newbold's letter to you of May 11th, he would seem to request an appropriation of $250,000 before the proposed action of the legislature in 1925. On the whole, we all think this had better go over until thexour autumn meeting when we could have more time for its consideration.

The application for Mr. Credle will be presented to the Board in connection with other requested appropriations for state agents.

Cordially yours,

(Signed) WALLACE BUTTRICK

WB/KEO

11 E-251

June 15, 1923.

Honorable E. C. Brooks,
State Department of Education,
Raleigh, N. C.

My dear Dr. Brooks:

I wish to acknowledge receipt of the report for the month of May of Mr. W. F. Credle, Supervisor of the Rosenwald Fund; also the report and expense statement for the month of April of Mr. J. H. Highsmith, amounting to $159.43, vised by you. Would you kindly have his accounting for May sent to me as soon as possible?

As June 30 ends our fiscal year, we shall appreciate your sending us the June expense statement of Messrs. Highsmith, L. C. Brogden and N. C. Newbold, together with their refund checks for the remaining balances, as early in July as possible. This will greatly facilitate the closing of our accounts.

Thanking you for your kind attention to this matter, I am

Cordially yours,

EAB:MVP.

NC25T

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SCHOOLHOUSE PLANNING
J. J. BLAIR, DIRECTOR

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

Raleigh, N. C.,
Sept. 6, 1923.

Mr. F. P. Bachman,
General Education Board,
New York City.

Dear Mr. Bachman:

I have thought of you many times during the two years and more of my work, which is along the same line as that in which you were engaged for a considerable period of time. When I assumed the duties of this office, I appreciated greatly your kind words of suggestion and advise.

I know that you will be interested in looking over this Bulletin, which should have been published early in the year, but was delayed on account of overcrowded printing conditions. If you have in mind any friends of yours, who would be interested in receiving this Bulletin, kindly furnish me with a list of names and I shall be glad to send them. You will be interested to know that many other new buildings are just being completed adn dedicated along with the openeing of schools at this time.

We all hope to have the pleasure of a visit from you again.

Sincerely,

John J. Blair

J. J. Blair,
Director School Planning.

September 19, 1923

Mr. John J. Blair
Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Blair:

Thank you for the report on "Schoolhouse Planning in North Carolina," which I have looked over with a great deal of interest. It is gratifying to see how this work is developing in North Carolina.

I should be glad if you would send a copy to Mr. J. Virgil Chapman, State Department of Public Instruction, Frankfort, Kentucky, and to Dean H. L. Smith, State Department of Public Instruction, Indianapolis, Indiana.

With all good wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

DIVISION OF NEGRO EDUCATION

N. C. NEWBOLD, DIRECTOR
MISS ANNABEL PRATT, SECRETARY
G. H. FERGUSON, ASSISTANT DIRECTOR
W. A. ROBINSON, SUPERVISOR OF TEACHER-TRAINING AND HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

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MRS. ANNIE W. HOLLAND, SUPERVISOR OF ELEMENTARY SCHOOLS
F. H. HUFFY, SUPERVISOR OF CONSTRUCTION

F. P. B. MAY 11 1925

May 8, 1925

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:

So far as I know at this time there is a small balance that was left over in some way from the General Education Board's appropriation towards Mr. Credle's salary. This occurred I think when he spent a quarter at Peabody College in 1922. However, I am referring the matter to Superintendent Allen with the request that he investigate and write you concerning it. I am sure you will hear from him in a short while.

With best wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold,
Director.

May 6, 1925

Dear Newbold:

From time to time when in your office I have heard of a small fund, derived probably from our Board, which is in your hands. Won't you please give me a statement with regard to this fund? If it properly belongs to us, we shall probably ask you to return it, for we are very anxious to close out all the outstanding accounts possible.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

Mr. N. C. Newbold
State Department of Education
Raleigh
North Carolina

FPB:Y

NC251

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 14, 1925.

	F. P. B.	MAY 23 1925		

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York City.

Dear Doctor Bachman:

Mr. Newbold has sent me a copy of his letter of May eighth with reference to balance on the appropriation made by the General Education Board on Mr. Credle's salary.

As your Auditor's records will indicate, Mr. Credle was at Peabody College during the Spring Quarter of 1922 and during his leave of absence he was not paid full salary. Consequently, a balance of $175.00 remains on deposit to the credit of this account.

We shall be glad if you will advise us your wishes in the matter.

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent of Public Instruction.

NC251

May 26, 1926.

My dear Superintendent Allen:

Your letter of May 14, addressed to Dr. Bachman, has been referred to me for reply.

On looking up our records, we find that Mr. Credle attended George Peabody College during the spring quarter of 1922. Inasmuch as you state that he was not paid his full salary during that period, thereby leaving an unused balance of $175.00, we should greatly appreciate your forwarding us a check for this amount, plus any interest that has accrued.

Cordially yours,

Honorable A. T. Allen,
State Department of Education,
Raleigh, North Carolina.

BAB:MVP.

NC 251

COPY

(Original in Folder - North Carolina Division of Negro Education) No N C 248)

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

APRIL 23, 1927

Dr. F. P. Bachman
General Education Board
61 Broadway
New York City

Dear Dr. Bachman:

********** **********

The Division of Negro Education heretofore has had an appropriation of $15,000. For next year we will have available $19,500, but it is necessary for us to raise the salary of Mr. Credle and Mr. Ferguson a little bit and also expand the activities in the teacher training field.

********** **********

If your Board can see its way clear to take over Mr. Robinson's work as I have suggested above, we will then he in position to take over ourselves all of Mr. Credle's salary and expenses and all of Mrs Holland's salary and expenses. We have been receiving, as you know, from the Jeanes Fund $666.00 for Mrs Holland and $2,000 from the General Education Board for Mr. Credle. The total increase, then, that I am asking for is only $2,900. If you should be interested inthis , I shall be very glad to have prepared for you a Budget showing how we propose to spend the total amount of the appropriation for the division of negro education so that you may know that we are not trying to get money from you to save our own funds.

In case you do not see fit to take over Mr. Robinson's work as indicated above, I am very anxious for you to continue the appropriation for Mr. Credle because it would be very difficult for us to run on the level on which we have been running without this continued appropriation.

****

(Signed) A. T. Allen

COPY

NC 251

(Original in Folder - North Carolina Division of Negro Education
No N C 248)

May 5, 1927

Dear Superintendent Allen:

This is in reply to your letter of April 23rd. You will remember that we discussed the content of this letter at our conference last Saturday, and I hope that the conclusion reached at that time will prove to be satisfactory to you.

****

(Signed) FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina.

FPB:T

JAN 16 1956

NC-251

INTERVIEWS: Hon. A. T. Allen, State Superintendent of Education
Jackson Davis
Raleigh, North Carolina, December 12, 1931

Regarding W. F. Cradle

Mr. Allen said that he wanted to bring Mr. Cradle back to the State Department to supervise construction of school houses. He hopes to be able to make this arrangement at the end of the present session, June 30, 1931. He may make a request for temporary assistance. I told him that I could not speak for the Board, but that any such request from him would have our careful consideration. Mr. Newbold is very anxious to have Cradle come back. Mr. Blair, the Director of the Construction of School Houses, is getting old, and there is need for the services of Mr. Cradle.

J.D.
Jackson Davis

JD:F

NC251

EDUCATIONAL PUBLICATION NO. 56 DIVISION OF SCHOOLHOUSE PLANNING NO. 8

SCHOOLHOUSE PLANNING

IN

NORTH CAROLINA

ANNUAL REPORT

OF

JOHN J. BLAIR
Director of Schoolhouse Planning

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

EDUCATIONAL PUBLICATION No. 56 DIVISION OF SCHOOLHOUSE PLANNING No. 3

SCHOOLHOUSE PLANNING

IN

NORTH CAROLINA

ANNUAL REPORT

OF

JOHN J. BLAIR
Director of Schoolhouse Planning

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

The report of Mr. John J. Blair, Director of Schoolhouse Planning, gives valuable information, not only to school officials, but to all patrons who are interested in erecting or improving school buildings. The interest of the entire public in providing better accommodations for their children is phenomenal. As the report shows, people are engaged in the construction of buildings which, when completed, will cost over twenty-five million dollars. In 1919 the total valuation of all the public school property in the State was barely fifteen million dollars. The old log schoolhouses and the small frame buildings heretofore used are rapidly disappearing, and the people of the rural communities have an enthusiasm for education that even the towns and cities did not have ten years ago. In place of the poorly lighted, poorly equipped schoolhouses may be found today, located on the great highways that are spanning the State, eight-, twelve-, or sixteen-room brick buildings with auditoriums.

The report shows that during the past generation the entire school plant has been built and then rebuilt a second time. It is necessary, therefore, in order to avoid waste, to build permanently, and this is the idea that the people seem to have in mind. Committeemen and boards of education are showing better judgment than ever before in the selection of sites for their new school buildings. They are securing sufficient grounds to provide recreation and playground centers for the children, and one of the most noticeable evidences of progress is the care with which buildings are being located.

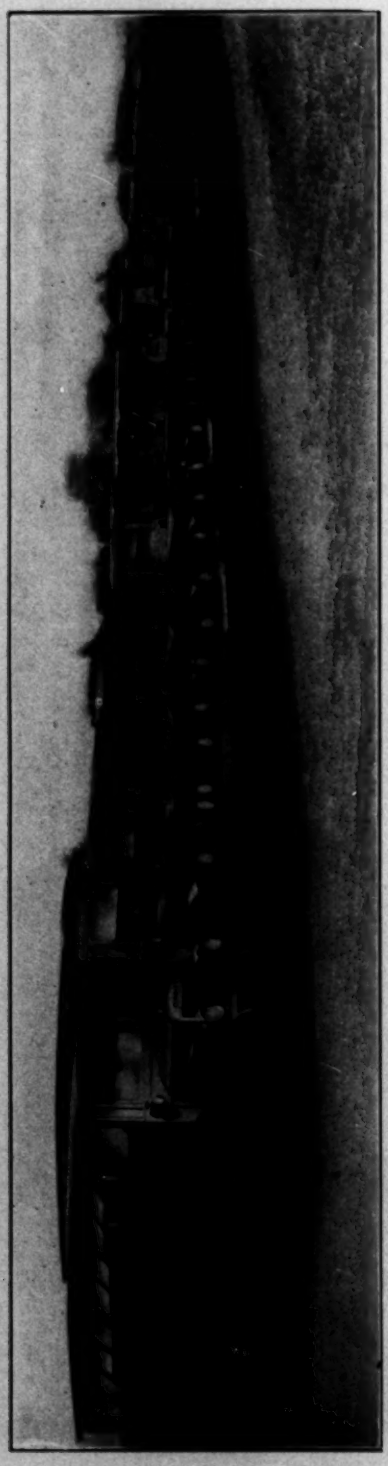
The new building erected at Cooleemee, Davie County, is presented in the report as a type or model for interested citizens to study. It is very clear that the chief purpose of a school building is to provide classroom space for pupils, and all other parts of the building are necessarily related to the classroom. Therefore, if one building is so constructed that only 50 per cent of the floor space can be used for classroom purposes, while another devotes 75 per cent to classroom purposes, the cost of the building per classroom will be 50 per cent more in the former instance than in the latter. It is very clear that from 25 to 50 per cent of the cost of a building may be saved to the taxpayers when the people understand that the floor area may be so arranged as to provide a larger per cent of it for classroom uses rather than to have it cut up into unnecessary hallways, stairways, and rooms that cannot be used suc-

cessfully for classrooms. Of course, provision must be made for cloakrooms and the like. But the Cooleemee building, described herein, devotes 76 per cent of the floor space to classroom uses and provides for the other necessary features of a good school building. A few buildings have been erected in which the floor space used for classroom instruction is less than 50 per cent of the entire floor space. This is such an unwise expenditure that every citizen should study the best plans in order that the greatest advantages may be derived from a fair expenditure.

The illustrations contained in this bulletin show types of buildings erected in different parts of the State which are a credit to the community as well as to the State. Teachers and other school officials are urged to study carefully schoolhouse planning in order that they may be able to give interested citizens helpful advice.

E. L. Brooks

State Superintendent of Public Instruction.



NORTH CAROLINA OPERATES 600 TRUCKS—EDGECOMBE HAS 29

COOLEEMEE—DAVIE COUNTY

Schoolhouse Planning in North Carolina

By John J. Blair

Director of Schoolhouse Planning

It has been my good fortune, since I became Director of Schoolhouse Planning in the State Department of Education in 1920, to visit up to December 1, 1922, ninety-six of the one hundred counties of North Carolina. Probably no one connected with the Department has immediately come in contact with more county superintendents, committeemen, and county boards than I have during this period. In attempting to respond to the requests that have poured into my office, I have been constantly on the road, and the tremendous size and extent of the State has greatly impressed me. When we consider that its mileage from East to West is as great as that from New York to Florida, and from North to South a distance of about 280 miles, it is easy to see that in order to comply with the demands of the school officials and other interested citizens who desire to improve their school plants, it has been necessary for me to be on the road practically all the time.

Just as the people have been interested in improving their agricultural status and the condition of their roads, so they have been equally as insistent that their school buildings are totally inadequate and that they must be enlarged or rebuilt altogether.

The era of schoolhouse planning really began immediately after the close of the World War, and was given irresistible momentum when the State authorized the Special Building Fund, which made it possible to lend to each county funds sufficient to provide one or more good school buildings.

The improvement in schoolhouse building and construction, and the enthusiasm over it, is not confined to any county, section, or locality, but is State-wide and universal. Boards of education and local committeemen are more and more impressed with the idea that education is the most profitable investment which the State can make. There are two phases of the subject which can not be too forcibly brought out and emphasized, namely: First, that it is not the part of wisdom to build for present needs alone. Records show that during the past generation the entire school plant has been built and then rebuilt a second time. The first period of rebuilding includes two decades from 1870-1900, a period of twenty years. From 1900-1920 the entire system, such as it was, was practically rebuilt, and at the end of this period three-fourths of the entire plant, on account of dilapidation and decay, needed to be rebuilt again.

It is easy to see that on account of having built cheaply and of cheap material at least one-half the investment was lost. The lesson which architects and school authorities must draw from this is that in the building of schoolhouses only material of a permanent and lasting nature should be employed. Experience has taught us that all coping, cornices, and facings should be of such material as will not require paint or repair. It is the wisest economy in the end to use cement, stone, and brick, instead of wood, even in the erection of buildings of smaller type.

Second. Architects and school authorities have learned that no school building should be erected which is defective in arrangement, design, lighting, heating, or ventilation, and every provision made for personal service. Also, that in the erection of all buildings, boards of education should exercise such discretion as will safeguard the planning of buildings, to the end that all schoolhouses may be erected in such a manner as to give children and teachers the best possible chance to attend school under pleasant and comfortable surroundings.

Special consideration should be shown the teacher as well as the child in the development of a school system. A teachers' home is now regarded as a very necessary part of the school plant, for here, apart from noise and disturbing agencies, she may find rest and quiet and opportunity for study which is so essential in order that she may be enabled to do her best work.

BUILDING APPROPRIATIONS IN TOWNS AND CITIES

A short review of the school building situation previous to 1920 will be appropriate and enlightening. For a period of four years from 1914-1918 almost no building was accomplished, as the price of labor and material made it practically prohibitive. High prices continued until the fall of 1920, when they again began to approach the pre-war level. In the meantime the school population had entirely outgrown its accommodations. Everywhere crowded conditions prevailed, to such an extent that churches were used, and temporary rooms, frequently of barrack construction, were built upon the school grounds; in very many instances auditoriums were divided up into classrooms by means of partitions and curtains.

To meet this emergency a number of towns and larger cities held elections for bond issues, most of which were promptly voted upon and carried. With the funds thus provided a building program of stupendous proportions was determined upon. The following cities of more than 10,000 inhabitants were enabled to proceed with their building operations:

Charlotte	Greensboro	Rocky Mount
Elizabeth City	High Point	Salisbury
Durham	New Bern	Winston-Salem
Fayetteville	Wilson	
Gastonia	Raleigh	

This, together with an expenditure on the part of Asheville and Wilmington of $400,000 each, makes a total of $8,000,000.

Building operations in towns of from 5,000 to 10,000 under similar conditions include the following:

Concord	Lexington	Statesville
Greenville	Mount Airy	Tarboro
Henderson	Reidsville	Thomasville
Hickory	Leaksville	Washington
Burlington	Spray	

This makes a total for towns of this class of $1,545,000.

Building projects of splendid proportions were carried on in thirty towns of from 3,000 to 5,000 inhabitants, as follows:

Albemarle	Lincolnton	Rockingham
Canton	Lumberton	Sanford
Dunn	Marion	Shelby
Elkin	Monroe	Smithfield
Graham	Mooresville	Spencer
Hamlet	Morganton	Wadesboro
Kings Mountain	Newton	Belmont
Laurinburg	Oxford	Forest City
Lenoir	Roanoke Rapids	Morehead City

This makes a total for towns of this class of $1,479,000.

SUMMARY OF LOAN FUND AND BUILDING OPERATIONS

During the past two years counties, cities, towns, and rural districts have been reorganizing their school systems and making preparation for sufficient school buildings to house all the children that may attend, and provide better facilities for classroom instruction. According to the figures received in the office of the State Superintendent of Public Instruction, the total cost of school buildings, which have been erected or which are now planned to be erected and for which money has been secured, is $25,067,043.58. It is interesting to see what the loans from the Special Building Fund have helped to accomplish.

SUMMARY ALL COUNTIES

Total cost of buildings under construction.....	$ 9,257,965.58	
Amount of first loan already made.....		$3,236,450.00
Buildings under construction.....	4,784,480.00	
Additional loans applied for.....		2,571,820.00
Loan Fund account for all building activities for all counties	$14,042,445.58	$5,808,270.00

The total cost of building operations in cities and towns of from 3,000 to 50,000 population, not included in the figures given above, will be $11,264,000 when completed. This added to the total cost of buildings under construction will make the grand total $25,067,043.58.

It is easy to see that the loans already made from the Special Building Fund amount to $3,344,950. The remainder of the $5,000,000 bond issue has already been sold and will be loaned within the next few weeks. But the applications already amount to $1,000,000 more than the size of the Special Building Fund.

SPECIAL BUILDING FUND

The Special Building Fund for which provision was made by the special session of the General Assembly was apportioned among the different counties in proportion to the school population. This apportionment, together with the amounts applied for by each county and the total cost of buildings to be erected in the respective districts, is for convenience inserted here in tabulated form:

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Alamance	Hawfield	$ 25,000.00	$ 25,000 00
	Elon		3,500.00
	Altamahaw	38,000.00	
	Elmira	20,000.00	
Alexander	Taylorsville	55,000.00	10,000.00
	Stony Point	50,000.00	15,000.00
	Miller's Township	1,100.00	
	Little River Township	1,250.00	
Alleghany	Sparta	25,000.00	20,000.00
Anson	Lilesville	60,000.00	3,500.00
	Peachland		2,700.00
	Deep Creek	13,500.00	8,600.00
	Lilesville		34,200.00
	Birmingham Hough	6,000.00	
Ashe	Lansing	6,000.00	2,000.00
	Staggs Creek	4,000.00	
	Oval	4,000 00	
Avery	Village	20,000.00	10,000.00
	Central High School		9,000.00
	Plumtree	10,000.00	
	Banner Elk	18,000.00	
	Linville	36,750 00	
Beaufort	Bear Creek	15,012.58	15,000.00
	Bath	16,200.00	12,500.00
	Small	18,000.00	13,250.00
	Ransonville	13,000.00	13,250.00
Bertie	Woodsville-Lewiston	43,000.00	20,000.00
	Coleraine	20,000.00	10,000.00
	Sleight	18,000.00	7,500.00
	Merry Hill	25,000.00	14,500.00
	Republican	18,000.00	
	Oakenville	3,500.00	
	Mars Hill	10,000.00	
Bladen	Clarkton	30,000.00	6,000.00
	White Oak	25,000.00	10,000.00
	Bladenboro	40,000.00	6,000.00
	Kelly	20,000.00	10,000 00
	Elizabethtown	25,000.00	10,000 00
	Three frame buildings	11,500.00	

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Buncombe	Candler	$ 50,000.00	$ 15,000 00
	Fairview	----------	1,200.00
	Grace	*18,000.00	19,000 00
	Weaverville	40,000.00	6,000.00
	Leicester	6,000.00	13,800.00
	Woodfin	18,000.00	15,000.00
	West Buncombe	40,000.00	1,200.00
	Barnardsville	15,000.00	8,000.00
	Busbee Hall	16,000.00	----------
Burke	Morganton	42,000.00	16,500.00
	Valdese	45,000.00	16,000 00
	Shortoff	12,000.00	7,500.00
	Rutherford College	13,000 00	----------
Cabarrus	Hartsell	26,000.00	20,000.00
Caldwell	Grace Chapel	20,000.00	20,000.00
	Valmead	10,000.00	10,000.00
	Hudson	8,000.00	2,550.00
	Valmead	----------	5,000.00
Camden	Shiloh	30,000.00	12,000.00
	Old Trap	30,000.00	----------
Carteret	Harker's Island	8,500.00	5,000.00
	Newport	65,000.00	11,000.00
	Atlantic	12,000.00	10,000.00
	Smyrna-Straits	10,000.00	3,000.00
Caswell	Pelham	10,000.00	10,000.00
	Cobb	20,000.00	----------
	Semora	9,000.00	----------
Catawba	Balls Creek	20,000.00	10,000.00
	Sherrill's Ford	30,000.00	15,000.00
	Balls Creek	----------	5,000.00
	White Church	6,000.00	5,000.00
	Catawba	25,000.00	2,500.00
	Monogram	----------	5,000.00
	Farm-Life	----------	5,000.00
	Highland	60,000.00	2,500.00
Chatham	Moncure	25,000.00	5,000.00
	Bonlee	----------	1,600.00
	Siler City	78,000.00	30,000.00
	Brick Haven	25,000.00	----------
	Corinth	5,000.00	----------
	Bennett	5,000.00	----------
	Battle	4,500.00	----------
	Murphy	3,500.00	----------
	Haywood	3,000.00	----------
Cherokee	Murphy	30,000.00	30,000.00
	Chowan High School	15,000.00	----------
	White House	1,675.00	----------

*Old building.

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Clay	Hayesville	$ 50,000.00	$ 9,000.00
Cleveland	Boiling Springs	----------	8,000.00
	Lattimore	25,000.00	20,000.00
Columbus	Whiteville	83,000.00	25,000.00
Craven	Jasper	26,000.00	25,000.00
	Bridgeton	24,000.00	15,000.00
	Ermil	20,000.00	15,000.00
	Dover	16,000.00	----------
	Vanceboro	40,000.00	----------
Cumberland	South River	8,000.00	4,000.00
	Linden	10,000.00	10,000.00
	Seventy-First	35,000.00	10,000.00
	Grays Creek	----------	10,000.00
Currituck	Moyock	44,830.00	16,600.00
	Moyock	44,830.00	10,000.00
Dare	Wanchese	12,000.00	7,000.00
	Hatteras	6,000.00	1,000.00
Davidson	Arcadia	35,000.00	10,000.00
	Denton	25,000.00	15,000.00
	Thomasville Consolidated	20,000.00	10,000.00
	Churchland	35,000.00	10,500.00
	Welcome	50,000.00	13,500.00
	Tyro	16,000.00	5,000.00
	Reeds	25,000.00	3,500.00
Davie	Cooleemee	75,000.00	27,000.00
Duplin	Teacheys	22,000.00	20,000.00
	Rose Hill	20,000.00	15,000.00
	Summerlee	2,500.00	----------
Durham	West Durham	30,000.00	30,000.00
	West Durham	49,487.00	20,000.00
	Lakewood	31,660.00	----------
	Fayetteville Road	7,000.00	----------
Edgecombe	Battleboro	40,000.00	7,500.00
	Pinetops	50,000.00	7,500.00
	Western Edgecombe	30,000.00	25,000.00
	Crisp Consolidated	25,000.00	20,000.00
Forsyth	Vienna	30,000.00	10,000.00
	Old Richmond	30,000.00	10,000.00
	Waughtown	42,000.00	15,000.00
Gaston	Belmont	45,000.00	13,000.00
	Mount Holly	40,000.00	6,000.00
	Mount Beulah	----------	5,000.00
	Stanly	----------	6,000.00
	Lowell	----------	3,000.00
	Tryon	11,000.00	11,000.00

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Gaston *(Continued)*	Gastonia City School	$ 45,000.00	$ 8,000.00
	New Hope	7,000 00	4,000 00
	Victory	50,000.00	4,000.00
	South Gastonia	40,000 00	4,000.00
	Ranlo	13,000.00	7,000 00
	Willis	6,000.00	4,000.00
	Dallas	50,000.00	6,000.00
	Bessemer	10,000.00	5,000.00
	Blackrock	5,000.00	4,000.00
	Kisers	5,000 00	4,000.00
Gates	Reynoldson	8,000.00	2,000 00
	Eure	27,500.00	----------
	Hobbsville	26,000.00	----------
	Sunbury	1,500.00	----------
Granville	Wilton	----------	7,000.00
	Creedmoor	30,000.00	15,000.00
	Satterwhite	----------	5,000.00
	Stem	44,000.00	8,000.00
	Stovall	35,000 00	2,000.00
	Berea	16,000.00	9,000.00
	Satterwhite	----------	4,000.00
Greene	Hookerton	35,000.00	14,000.00
	Walstonburg	40,000.00	10,000.00
	Shine	12,000.00	8,000.00
	Snow Hill	76,869.00	----------
Guilford	Alamance	20,000.00	15,000.00
	Pomona	50,000.00	35,000.00
	Pleasant Garden	30,000.00	35,000.00
	Gibsonville	85,000.00	25,000.00
	Whitsett	20,000.00	----------
	Irving Park	15,000.00	----------
Halifax	Calvary	8,000.00	3,000.00
	Littleton	25,000.00	5,000.00
	Hobgood	35,000.00	10,000.00
	Eastman	13,000.00	3,000.00
	Roanoke Rapids	----------	10,000.00
Harnett	Angier	50,000.00	11,000.00
	Betts	15,000.00	7,500.00
	Mary Stewart	12,500.00	5,000.00
	Oakedale	----------	7,500.00
	Coats	50,000.00	----------
Haywood	Hazelwood	20,000.00	15,000.00
	Bethel	28,000.00	25,000.00
	Clyde	30,000.00	5,000.00
Henderson	Mills River Academy	50,000.00	30,000 00
	East Flat Rock	40,000.00	5,000.00
Hertford	Murfreesboro	22,500.00	10,000.00
	(No name)	32,000.00	----------
	(No name)	15,000.00	----------
	(No name, five buildings	62,000.00	----------

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Hyde	Englehard	$	$ 12,000.00
	Lake Landing		5,000.00
	Fairfield	23,000.00	
Iredell	Farm-Life	35,000.00	19,000.00
	Scotts High	17,000.00	14,000 00
	Cool Springs	15,000.00	12,000.00
	Troutman	15,000.00	12,000 00
	Cool Springs	14,000 00	6,500.00
	Scotts	13,000.00	5,500.00
	Farm-Life	35,000.00	6,000.00
	Sharon	18,000.00	
Jackson	Cullowhee	25,000.00	12,500.00
	Sylva	30,000.00	14,500.00
Lincoln	Howard's Creek Consolidated	17,000.00	10,000.00
	Laboratory	20,000.00	8,000.00
	North Brook Consolidated	17,000.00	10,000.00
	Catawba Springs	18,000.00	500.00
	Catawba Springs	18,000.00	8,500.00
Macon	Franklin	50,000.00	
	(No name) Three schools	6,300.00	
Madison	Walnut	25,000.00	17,000.00
	Marshall		8,000.00
	Point Rock	3,000.00	
	Foster's Creek	2,000.00	
Martin	Jamesville		10,000.00
	Oak City	50,000.00	10,000.00
	Hardison	15,000.00	6,000.00
	Everett		15,000.00
McDowell	Stroudtown	10,000.00	10,000.00
	Marion	80,000.00	8,000.00
Mecklenburg	Hopewell	20,000.00	20,000.00
	Brooks	16,000.00	16,000.00
	Big Springs	4,000.00	4,000.00
	Sardis Carmel	16,000.00	16,000.00
	Hopewell	5,000.00	5,000.00
	Ebenezer	4,000.00	4,000.00
Mitchell	(No name) Three buildings	6,000.00	
	Bakersville		17,000.00
	Glen Ayre	7,000.00	7,000.00
	Roan Mountain	4,500.00	
	Spruce Pine	25,000.00	
Montgomery	Pee Dee Consolidated	6,000.00	6,000.00
	Candor	75,000.00	27,000.00
	Pee Dee		2,000.00
Moore	Cameron	5,000.00	5,000.00
	Vass	4,000.00	4,000.00
	Farm-Life	5,000.00	5,000.00
	Eagle Springs	9,500.00	5,000.00

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Moore (*Continued*)	Carthage	$ 7,500.00	$ 7,500.00
	New Settlement		3,000.00
	Aberdeen	12,500.00	5,000.00
	Southern Pines	50,000.00	5,509.00
Nash	Whitakers	100,000.00	14,000.00
	Middlesex	50,000.00	7,000.00
	Stanhope	25,000.00	1,000.00
	Mount Pleasant	15,000.00	
Northampton	Potecasi	18,000.00	10,000.00
	Rich Square	70,000.00	10,000.00
Onslow	Swansboro		3,000.00
	Jacksonville	20,000.00	5,000.00
	Richlands	24,000.00	24,000.00
Orange	University and Mt. Hope	10,000.00	10,000.00
	White Cross	10,000.00	10,000 00
	Orange Grove	10,000.00	10,000.00
	Cedar Grove	10,000.00	7,000.00
Pamlico	Stonewall		20,000.00
	Alliance, Oriental, Pamlico, Reelsboro, Six buildings (No name)	82,000.00	
Pasquotank	Salem-Nixonton High School	35,000.00	34,000.00
	Nixonton	500.00	
Person	Helena	5,000.00	5,000.00
	Bethel	40,000.00	5,000.00
	Olive Hill	35,000.00	21,150.00
	Bethel Hill	40,000.00	5,850.00
Pitt	Bethel	55,000.00	7,000.00
	Winterville	45,000.00	10,000.00
	Fountain		30,000.00
	Farmville	190,000.00	5,000.00
	Falkland		12,500.00
Polk	Mill Spring	20,000.00	20,000.00
Randolph	Staley	15,000.00	10,000.00
	Asheboro	75,000.00	6,000.00
	Randleman	10,000.00	6,000.00
	Trinity		6,000.00
	Ramseur	70,000.00	6,000.00
	Liberty	10,000.00	2,000.00
	Franklinville		3,000.00
Richmond	Mangum Hill		7,000.00
	Covington		7,000.00
	Rockingham	110,000.00	1,000.00
	Mark's Creek Consolidated		7,000.00
	Hoffman	30,000 00	
	Ellerbe	40,000.00	

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Richmond (*Continued*)	Cordova	$ 35,000 00	$
	Robanan	45,000.00	
	Hamlet	70,000 00	
Robeson	Maxton (Col.)	25,000.00	10,000.00
	Philadelphus	35,000.00	18,000.00
	Barker-Ten Mile	16,000.00	6,500.00
	White Pond		6,000.00
	Orrum	25,000.00	20,000.00
Rockingham	Stoneville Consolidated	95,000.00	40,000.00
	Wentworth	40,000.00	
Rowan	Faith	2,000.00	20,000.00
Rutherford	Green Hill Consolidated	13,000.00	13,000.00
	Oakland Consolidated	13,000.00	13,000.00
	Gilky	13,000.00	13,000 00
	Mt. Vernon	15,000.00	6,500.00
	Forest City	100,000.00	8,500.00
	Ellenboro	25,000.00	
	Spindale	60,000.00	
	Cliffside	200,000.00	
Sampson	Harrells Store	16,500.00	
	Ingold	16,500.00	
Scotland	Spring Hill Township Consolidated	34,000.00	34,000.00
	Gibson	30,000.00	
	Wagram	34,000.00	
	Johns	27,000.00	
Stanly	Fair View	20,000.00	10,000.00
	Norwood	45,000.00	12,000.00
	East Albemarle	25,000.00	10,000.00
	Endy	20,000.00	10,000.00
	Aquadale		10,000.00
	Five buildings (No name)	29,500.00	
Stokes	Walnut Cove	25,000.00	20,000.00
	Germanton	25,000.00	12,500.00
	Pinnacle	20,000.00	12,500.00
	Meadows	10,000.00	
	Reynolds Memorial	30,000.00	
Swain	Bryson City	75,000.00	12,820 33
	Almond	10,000.00	1,282 15
	Judson	10,000.00	1,282.13
	Ravensford		3,205.13
	Smokemont	6,000.00	3,205 13
	Whittier	14,000.00	3,205.13
Surry	Pilot Mountain	25,000.00	20,000.00
	Dobson	15,000.00	
Tyrrell	(No name)	35,000.00	
Transylvania	Brevard	30,000.00	20,000.00

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Union	Mineral Springs	$ 15,000.00	$ 5,000.00
	Monroe	90,000.00	----------
	Mount Pleasant	6,000.00	3,000.00
	Indian Trail	----------	15,000.00
	Benton Heights	16,000.00	15,000.00
	Marshville	30,000.00	----------
	Waxhaw	25,000.00	----------
	Stephenson	6,000.00	----------
Wake	Apex	68,886.00	29,000.00
	Cary	25,000.00	13,000.00
	White Oak	8,000.00	3,000.00
	Wake Forest Graded	20,000.00	10,000.00
	Garner	20,000.00	20,000.00
	Apex	68,886.00	21,000.00
	White Oak	8,000.00	1,500.00
	Millbrook	13,000.00	13,000.00
	New Hill-Bonsal Consolidated	10,000.00	10,000.00
Warren	Wise	6,000.00	6,000.00
	Norlina	35,000.00	26,000.00
	Macon	30,000.00	10,000.00
	Vaughan	6,500.00	----------
Washington	Roper (Col.)	12,000.00	10,000.00
Watauga	Cove Creek Consolidated	18,000.00	15,000.00
	Boone	----------	10,000.00
Wayne	Smith's Chapel	4,780.44	4,780.48
	Eureka	2,361.18	2,361.14
	Pikeville	2,747.56	2,747.56
	Woodland	11,857.31	11,857.31
	Belfast	4,662.18	4,662.18
	Saulston	6,870.42	6,870.42
	Nahunta	4,851.69	4,851.69
	Rosewood	44,869.22	6,869.22
	Fork Township	35,000.00	25,000.00
	Seven Springs	20,000.00	10,000.00
Wilkes	Ronda	40,000.00	30,000.00
	Wilkesboro	30,000.00	----------
Wilson	Black Creek	112,000.00	5,000.00
	Stantonsburg	27,680.00	5,000.00
	Saratoga	33,250.00	15,000.00
	New Hope	46,100.00	15,000.00
	St. Mary's and Buckham	93,200.00	10,000.00
Yadkin	Boonville	10,000.00	8,000.00
	Yadkinville	35,000.00	15,000.00
	East Bend	15,000.00	10,000.00
Yancey	Deyton Bend	----------	2,000.00
	Bald Creek	12,000.00	500.00
	Bald Creek	----------	3,000.00
	Pensacola	12,000.00	10,000.00

COUNTY	NAME OF SCHOOL	Cost of New Buildings	Amount of Loan
Yancey (*Continued*)	Clearmont	$	$ 2,000.00
	Bee Log		5,000.00
	Micaville	10,000.00	8,000.00
	Browns Creek		1,500.00
Johnston	Carters-Pittman-Niagara	30,000.00	15,000.00
	Brogden	20,000.00	25,000.00
	Corinth-Holders	20,000.00	25,000.00
Chatham	Bells	10,000.00	10,000.00
Brunswick	Southport	75,000.00	
Jones	Trenton		5,000.00
	Pollokaville	65,000.00	10,000.00
Perquimans	County-wide High School	80,000.00	23,000.00
Total		$2,257,915.58	$3,236,450.00

ADDITIONAL APPLICATIONS FOR LOANS

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
Alamance	Elmira	$ 25,000.00	$ 5,000.00
	Eli Whitney	9,300.00	8,000.00
	Sylva		3,000.00
	Pleasant Grove		6,500.00
	Elmira		20,000.00
Alexander	Taylorsville	55,000.00	8,000.00
Alleghany	Piney Creek		2,500.00
	Sparta	26,000.00	5,000.00
Anson	Lilesville	60,000.00	12,300.00
Ashe	Virginia-Carolina	4,000.00	2,000.00
Avery	Cranberry	50,000.00	16,000.00
	Crossnore		10,000.00
	Newland	60,000.00	30,000.00
Beaufort	Small	16,000.00	1,750.00
	Ransonville or North Creek		1,750.00
Bertie	Merry Hill	20,000.00	5,500.00
Buncombe	Fairview		13,800.00
	Grace		11,000.00
	Leicester		1,200.00
	Woodfin		5,000.00
	Haw Creek		10,000.00

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
Burke	Aiken	$ 10,000.00	$ 8,000.00
	Chesterfield	10,000.00	6,000.00
Caldwell	Collettsville	8,000.00	6,450.00
	Hudson	----------	3,000.00
	Oak Hill	----------	3,000.00
Camden	Shiloh	----------	3,000.00
Carteret	Smyrna	35,000.00	35,000.00
Caswell	Yanceyville	30,000.00	30,000.00
Catawba	Farm-Life	----------	10,000.00
	Catawba	40,000.00	7,500.00
	Highland	60,000.00	7,500.00
	White Church	----------	1,000.00
Chatham	Bells-New Hope	12,500.00	1,400.00
Cherokee	Tomalto	3,500.00	(No loan)
Chowan	----------	----------	19,000.00
Clay	Hayesville	50,000.00	41,000.00
Cleveland	Kings Mountain	----------	40,000.00
	Lattimore	22,000.00	10,000.00
Columbus	County Training School (Col.)	6,000.00	4,000.00
	Whiteville	75,000.00	----------
Craven	Bridgeton	22,000.00	10,000.00
	Fort Barnwell	----------	25,000.00
	New Bern	25,000.00	8,500.00
Cumberland	Eastover	10,000.00	3,500.00
	Wade	6,000.00	2,500 00
	Cedar Creek	6,000.00	3,000.00
	Sunny Side	6,000.00	3,000.00
	Massey Hill	12,000.00	4,000.00
	Beaver Dam	12,000.00	3,500.00
	Hopewell	16,000.00	10,000.00
	Eureka	6,000.00	4,000.00
Currituck	Poplar Branch	30,000.00	2,500 00
	Coinjock	10,000.00	5,000.00
	Currituck	25,000.00	5,000.00
Dare	Avon	1,000 00	400.00
	Wanchese	12,000.00	1,000.00
	Hatteras	6,000.00	600.00
Davie	Cooleemee	60,000.00	23,000.00
Duplin	Bowden	10,000.00	2,000.00
Durham	East Durham	40,000.00	10,000.00
	Lowes Grove	25,000.00	25,000.00

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
Edgecombe	Speed	$ 25,000.00	$ 15 000.00
	Pine Top	50,000.00	8 750.00
Forsyth	Lewisville	30,000.00	10 000 00
	Rural Hall	35 ,000.00	15 .000.00
Franklin	Louisburg	75 ,000.00	50 000.00
	Pine Ridge	10 ,000.00	6 000.00
	Pilot	12 ,000.00	9 000.00
	Franklinton	6 ,000.00	6 000.00
Gaston	Lucia	----------	10,000.00
	Willis	----------	1.000.00
	Dallas	----------	1,000.00
	Bessemer City	----------	1,000.00
	Kiser	----------	1,000.00
	Black Rock	----------	1,000.00
	Gastonia	----------	2,000.00
	New Hope	----------	1,000.00
	Victory	----------	1,000.00
	South Gaston	----------	1,000.00
	Ranlo	----------	1,000.00
Gates	Reynoldsville	----------	1,000.00
	Sunbury	45,000.00	20,000.00
	Hobbsville	23,000.00	----------
Graham	Robbinsville	60,000.00	30,000 00
Granville	Satterwhite	10,000.00	6,000.00
	Berea	10,000.00	5,000.00
	Oak Hill	20,000.00	17,000.00
	Creedmoor	35,000.00	15,000 00
Greene	Hookerton	35,000.00	16,000.00
	Shine	12,000.00	2,000 00
	Walstonburg	39,000.00	30,000.00
			5,000.00
Guilford	Pomona	----------	
	Gibsonville	75,000.00	15,000.00
	Morehead (Col.)	----------	25,000.00
	Pleasant Garden	30,000.00	5,000.00
Halifax	Aurelian Springs	10,000.00	6,000.00
	Roanoke Rapids	30,000.00	20,000.00
	Scotland Neck	10,000.00	20,000.00
	White and colored	10,000.00	----------
Harnett	Mary Stuart	18,000 00	4,025.00
	Beaver Dam	6,000.00	2,350.00
	Ennis	18,000.00	1,475.00
	Betts	----------	19,875.00
	Norrington	3,150.00	1,295.00
	Linden	40,000.00	2,000.00
	Coats	55,000.00	3,000.00
Haywood	Hazelwood	20,000.00	5,000.00
	Dellwood	14,000.00	5,000.00

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
Henderson	East Flat Rock	$ 45,000.00	$ 45,000.00
	Fletcher	50,000.00	50,000.00
	Valley Hill	18,690.00	15,000.00
	Balfour	20,000.00	20,000.00
	Tuxedo	50,000.00	50,000.00
	Ebenezer	18,690.00	7,500.00
Hertford	Harrellsville	12,000.00	4,000.00
Hoke	Blue Spring	15,000.00	10,000.00
	McLauchlin	15,000.00	10,000.00
	Mildauson	18,000.00	4,000.00
	Raeford (Col.)	6,500.00	4,000.00
Iredell	Sharon	18,000.00	15,000.00
Jackson	Sylva	30,000.00	15,500.00
Johnston	Corbitt-Hatcher	10,000.00	8,000.00
	Holden Corbette	25,000.00	25,000.00
	Wilsons Mills	40,000.00	40,000.00
	Pine Level	10,000.00	15,000.00
	Archer Lodge	20,000.00	20,000.00
	Brogden	25,000.00	25,000.00
Lee	Sanford (Col.)	----------	1,500.00
Lincoln	Rock Spring	12,000.00	10,000.00
Macon	Franklin	48,000.00	30,000.00
Madison	Walnut	25,000.00	8,000.00
	Revere	----------	1,600.00
Martin	Gold Point	6,000.00	2,000.00
McDowell	North Cove	18,000.00	18,000.00
	Old Fort	2,000.00	2,000.00
Mecklenburg	Davidson	15,000.00	15,000.00
	Haskins	10,000.00	10,000.00
	Davidson	5,000.00	5,000.00
	Newell	25,000.00	25,000.00
Mitchell	Bakersville	20,000.00	13,000.00
	Harris	25,000.00	25,000.00
Montgomery	Candor	65,000.00	3,000.00
Moore	West Southern Pines (Col.)	5,000.00	3,000.00
	Pinehurst	25,000.00	15,000.00
	Southern Pines	----------	4,500.00
Nash	Macedonia	12,000.00	10,000.00
	Bunn	----------	30,000.00
	Stanhope	10,000.00	4,000.00
	Bailey	25,000.00	13,000.00
	Joyner	----------	10,000.00

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
New Hanover		$	$ 28,000.00
Northampton	Seaboard	13,500.00	3,700.00
Orange	Cedar Grove	10,000.00	3,000.00
	Chapel Hill	25,000.00	10,000.00
Pasquotank	Weeksville	55,000.00	20,000.00
Pender	Watha	15,000.00	15,000 00
	Willard and Union	25,000.00	25,000.00
	Rocky Point (Col.)	6,000.00	2,000 00
	Rocky Point	30,000.00	30,000 00
	Atkinson	35,000.00	25,000.00
Person	Bethel Hill	40,000.00	1,650.00
	Olive Hill	35,000.00	7,850.00
Pitt	Greenville	85,000.00	35,000.00
	Farmville	190,000.00	5,000.00
Polk	Tryon (Col.)	20,000.00	3,500.00
Randolph	Trinity	10,000.00	4,000.00
	Asheboro	4,000.00	4,000.00
	Randleman	10,000.00	4,000.00
	Ramseur	75,000.00	4,000.00
	Liberty	10,000.00	7,000.00
Richmond	Hamlet	7,000.00	7,000.00
	Marks Creek and Beaver Dam (both)	20,000.00	4,000 00
	Ellerbe, Mangum-Hill } Consolidated*	10,000.00	10,000.00
		3,000.00	3,000.00
	Roberdell	10,000 00	10,000.00
	Covington	3,000.00	3,000.00
Robeson	Barnesville	30,000.00	5,000.00
	Fairmont	70,000.00	10,000 00
	Orrum	25,000.00	5,000.00
	Liberty	19,000.00	3,000.00
	St. Pauls	30,000.00	30,000.00
Rockingham	Madison	11,000.00	11,000.00
	Five Forks	15,000.00	15,000.00
	Wentworth	40,000.00	40,000.00
	Draper	60,000.00	30,000.00
Rowan	Granite Quarry	18,000.00	15,000.00
	East Spencer	1,250.00	1,250.00
	East Spencer	2,000.00	2,000.00
	Blanket App. Bal. quota	----------	49,750.00
Rutherford	Spindale	30,000.00	4,000.00
	Forest City	75,000.00	16,500.00
Scotland	Caledonia	27,000.00	27,000.00

*Additional cost, $8,000; additional loan, $3,000.

COUNTY	NAME OF SCHOOL	Total Cost of Building	Applications
Stanly	Aquadale	$ 30,000 00	$ 15,000 00
	Endy	25,000.00	10,000.00
	East Albemarle	30,000.00	15,000.00
	Aquadale		5,000.00
	East Albemarle		5,000 00
	Norwood	2,000 00	2,000 00
Stokes	Germanton		25,000.00
	Pinnacle		2,500.00
Surry	Dobson	10,000 00	10,000 00
	Elkin	20,000.00	20,000.00
	Rockford	10,000.00	10,000 00
Swain	Ravensford	20,000.00	1,800.00
	Almond		700.00
	Whittier		1,800 00
	Smokemont		1,800.00
	Bryson City	75,000.00	7,200.00
	Judson		700 00
Transylvania	Roseman	25,400.00	5,000.00
Tyrrell	Gumneck	8,000 00	8,000.00
Union	Marvin	12,000.00	7,000.00
	Prospect	16,000.00	10,000.00
	Wesley Chapel	16,000.00	10,000.00
	Marshville	40,000.00	5,000.00
	Waxhaw	30,000.00	4,000.00
	Faulks	8,000.00	4,000 00
Vance	Blanket	44,000.00	44,000.00
Wake	Cary	15,000 00	15,000.00
	Berry O'Kelly (Col.)	12,000 00	2,500 00
Warren	Norlina	30,000.00	14,000.00
	Macon	13,000.00	13,000.00
	Afton-Elberon	3,500.00	3,500.00
	Drewry	3,500.00	3,500.00
Washington	Roper	12,000.00	10,000.00
	Aycock	5,000 00	5,000.00
Watauga	Boone		10,000.00
	Mabel		8,000.00
	Bethel		1,500.00
	Cove Creek	22,000.00	2,000.00
Wayne	Seven Springs	20,000.00	5,000.00
Wilkes	Wilkesboro	13,000.00	13,000 00
	Wilkesboro		15,000 00
	Ronda	45 000.00	10,000 00
Wilson	Spring Hill	92,000.00	5,000.00
	Rock Ridge	76,000.00	5,000.00
	Elm City	85,000.00	15,000 00
Yancey	Bald Creek	18,000.00	6,500.00
Total		$4,784,480.00	$2,571,820.00

SAFEGUARDING THE CHILDREN FROM FIRE

Statistics collected over a period of time revealed the fact that one schoolhouse a day was destroyed by fire in the United States. The most notable fact regarding these fires is that with but few exceptions all of them occurred in comparatively small towns and cities. The conclusion is therefore drawn that fire-proof construction is even more necessary in smaller towns and in the open country than in cities. In small towns fire protection is either entirely absent or not prompt and effective as in cities with well organized departments.

It is unfortunate that many school boards continue the penny-wise habit of building new schools of combustible construction, on the theory that they cost less. This slight saving in the initial cost is out of all proportion to the advantages gained by spending a little more money—possibly one-fifth more—thus giving to the community a school that will not burn and at the same time is a permanent investment, with a low insurance rate and with a small expenditure for maintenance and repairs.

In view of the knowledge of loss of life and destruction of buildings, school boards that continue to build of combustible construction are failing utterly in their duty to the community and to the State. It is to the credit of most architects in the State that they are urging fire-proof or at least slow-burning construction. Buildings of this type may be seen at Morganton, Lilesville, Whiteville, Thomasville, Forest City, and many other towns of this class.

INSURANCE COMMISSIONER TO INSPECT ALL PLANS

As frequent inquiries are made as to State laws applying to new buildings, the following enactment is incorporated in this report:

6453. Commissioner to inspect State property; plans submitted. It is the duty of the Commissioner at least once in each year, or oftener, if deemed necessary, to visit, inspect, and thoroughly examine each State institution or other State property with a view to its protection from fire, as well as to the safety of its inmates or the property therein in case of fire, and call to the attention of the board or officer having the same in charge any defect noted by him or any improvement deemed necessary. No board, commission, superintendent, or other person or persons authorized and directed by law to select plans and erect buildings for the use of the State of North Carolina, or any institution thereof, or for the use of any county, city or incorporated town or school district, shall receive and approve of any plans until they are submitted to and approved by the Insurance Commissioner of the State as to the safety of the proposed building from fire, as well as the protection of the inmates in case of fire.

Rev. s. 4829; 1901, c. 710, ss. 1, 2; 1903, c. 771, s. 3; 1909, c. 880; 1919, c. 186, s. 3.

SCHOOL SITES

School committeemen and boards of education are showing fine judgment in the selection of sites for their new school buildings. In making the choice many conditions are to be considered and met.

1. It is desirable that the building be located as near the center of population as possible.

2. The geographic center must be taken into consideration also. Both of these items have to do with the distance the pupils must travel on foot or be conveyed by transportation.

3. In most instances the new schoolhouses are placed in full view of the improved highways; thus serving, by their attractive appearance and design, as an asset to the State and the county and giving to the schoolhouse the prominence and publicity which its importance deserves.

4. The beautifying of schoolgrounds fits in with the roadway and farmstead improvements, and in fact may be used as an object-lesson to their neighborhood in this respect.

5. In the open country as large an acreage as will meet the needs of the school plant is desirable. It should be borne in mind that the modern requirements of a school are more varied and wider in their scope than in times past, so that for the average combination or union school from 6 to 12 acres is deemed reasonable.

6. Subdivisions can be made and set apart upon the following basis:

(1) Playground for small children, with equipment;

(2) Playground for intermediate grades, with equipment;

(3) Recreation field for high school students to include baseball, football, and track athletics;

(4) Sections immediately in front and adjacent to the building be reserved for flowers, lawn or ornamental planting.

Through the observance of Arbor Day the grounds of many schools have been improved and beautified. In some instances the observance has been uniform, and can be wide in its scope. Not enough, however, has yet been done to make the beautifying of schoolgrounds State-wide and noteworthy. In many instances the houses and grounds are not even respectable in appearance. Our State penitentiary has finer grounds than some of our colleges and many of our village and rural schools. The tendency now is to make the schoolhouse attractive inside and out, and under no circumstances is it to be left barren and ugly. To schools which present an aspect of a refined home children will be drawn without compulsion. This work is of such great importance that the advice and active help of committeemen and patrons should be enlisted, and competent help be employed to prepare the ground and aid in doing the planting in conformity to a preconceived plan.

7. As great emphasis is being laid upon agriculture, it is almost mandatory in connection with a section to be set apart for the school garden, which is a sort of outdoor laboratory for the study of growing plants, soil, insects, weeds, etc. Such a garden supplies material for indoor nature study and develops a love for things that are beautiful

and for all growing things. Thus is a practical means supplied for teaching gardening, elementary agriculture and horticulture. Responsibility for a plat of growing vegetables and flowers has the finest kind of moral influence upon children. Emphasizing these industries in this way will make the work atttractive and profitable to country children. As agriculture is the largest source of our wealth, we should not neglect to train future workers in this honorable occupation. In many counties visited by the Director the development of manufacturing and commerce has drawn many of our youths to the centers of population to such an extent that in many instances farmhouses are either occupied by indifferent tenants or wholly deserted. A check is needed to stem the tide of migration from the country to the city, and a greater consideration of rural life, its advantages, its independence, its helpfulness, must be inculcated.

GENERAL OBSERVATION

In order that committeemen who are required to assume the responsibility of building schoolhouses may follow the wisest plan in its accomplishment, a few suggestions based on experience and observation may be of value.

1. In some instances county superintendents and boards of education, encouraged to do so by local carpenters and contractors, have either changed standard plans for schoolhouses or made their own plans with a view to economizing as to cost. In the end they have gotten buildings which in most instances are poorly arranged, unattractive in appearance, and at a higher cost than a regular contractor's bid would have been, even with added cost for supervision and architect's fee.

2. I am now most heartily in favor of school authorities and superintendents employing architects to design particularly their buildings who will furnish blueprints and clear specifications, upon which intelligent bids can be invited in the regular way.

3. In all buildings of five or more rooms a low-pressure steam heating plant and a standard plumbing outfit indoors should be installed. These buildings should also be wired in accordance with the regular code. A standard type of lighting equipment should be installed, together with a pressure tank which will furnish ample supply of deep well water for drinking purposes. Drinking fountains should also be placed in the corridors and outside the building at convenient places. These features help to make a complete and practical working plant, and bring ample returns in the way of comfort, convenience, and good health.

4. Every school of this type should have a stage of ample proportions, with dressing rooms which can be used as music rooms and upon the same floor level, so that a piano can be brought readily from them upon the stage. A properly designed trough in which to install footlights should be built into the front of the stage. The stage should be

equipped with the standard type of curtains which fold from left to right and of a color which corresponds to the finish of the walls. A door should never be cut in the partition immediately in the center of the stage at the rear. It is better to have an opening at each end of this rear passageway.

5. All classroom doors should open into the classroom, and not out into the corridor. The law requires, however, that all outside doors open outward. It is found to be very desirable to place in the top panel of these doors window sashes with clear glass about 8x10 or 10x12. Large doors for the corridors and outside entrances should be furnished with this type of lighting, instead of the very large single-glass windows which have heretofore been so much in vogue. This same type of window sash is much more desirable for outside classroom lighting as well.

6. In case of unilateral lighting it is most desirable that two transoms for ventilation and light be placed above the blackboards on the side of the room opposite the lighting area. In this climate during most of the school year ventilation through open windows may be resorted to.

7. Some form of storm doors with a vestibule under a covering should be provided for all outside entrances.

8. It is wise economy to provide for all buildings either a rift pine floor or sweet gum or maple. Under no circumstances should a hard cement floor in its natural state be left for either auditorium, basement floor, classroom, or corridors. The idea that Home Economics classes can be conducted in rooms with cement floors is preposterous. In this connection, before the floor is used, a filler consisting of boiled linseed oil with a little burnt sienna to give a slight color should be used. Upon this two coatings of shellac may be applied. For a nicer type of floor Johnson's Prepared Floor Filler with wax can be used to good advantage. An application of floor oil should be made at least four times a year.

9. It is most important that all wooden cornices and copings and other forms of construction requiring painting and repair should be done away with. All these features should be of either stone, concrete, terra cotta, or some other form of permanent material.

10. Heretofore a sufficient amount of attention has not been given to the furniture and equipment necessary for the individual teacher. There should be placed in each room a regular teacher's desk, with a comfortable chair to match. A bookcase in which the teacher's records and pupils' work can be kept should be built into the wall of the room and so designed by the architect. The dimensions of this should be at least 3 by 4 feet, with double glass doors with adequate bolts and locks. If possible, only slate blackboards should be used. When they are installed they become a permanent part of the building. They require no

liquid slating, there is no unpleasant reflection of light, so that the work can be seen from all parts of the room with ease and comfort. Nice classrooms are too frequently spoiled by installing cheap forms of blackboards which buckle and warp out of shape with changing weather conditions. A neat form of picture molding stained to match the woodwork of the room should be placed within half an inch from the ceiling around the entire room.

11. All door frames, window frames, chalk rails and other woodwork should be stained and waxed rather than painted. Wainscoting and baseboards of wood should be left off as unsightly and unsanitary.

12. Experience has shown that all folding doors employed to "throw rooms together" are at all times most unsatisfactory, and sooner or later become a menace.

13. If an underpinning wall could be built under every wooden schoolhouse in the State—both white and colored—this achievement alone would mark an epoch in our educational progress. A building without this protection is cold and unsightly, and in addition will not permit of the foundation planting which is desired.

14. FLOORS. Under no circumstance should old-field pine floors be put down in any building, as they soon wear, splinter up, become unsightly, and are difficult to keep clean after being used. Sweet gum or rift pine floors are easily kept clean and always improve the appearance of the classroom, besides being much more sanitary.

15. ROOF. A good form of roofing for school buildings is the modern asbestos shingle, either of green or red color. The red, however, should never be used in connection with red brick. Usually the green roof appears to good advantage under all circumstances. For a flat roof the Barrett Specification Process has been proven to be durable and satisfactory.

16. DESIGN. In the rolling and hilly country, the sloping roof certainly fits into the environment better and causes the building to present a more pleasing appearance; while in the eastern section, where landscapes are level, a flat roof and horizontal form of construction is appropriate.

As a rule, wooden columns in front are expensive and frequently not in keeping with the simple architecture of the building itself. If these columns are all wood, great expense will be incurred in keeping them painted and in repair. It is recommended that wooden cornices and elevated wooden boxing under the eaves be avoided, as the expense of painting and repairs is very great, and if neglected it causes the building to take on a neglected and unkempt look. In this climate a one-story type of building for primary and grammar schools particularly is highly desirable. The cost of construction is but very little more even up to a building which includes as many as eight or ten rooms, with an auditorium.

17. In schools in the open country there is no reason why forms of lighting, drinking fountains, etc., should not be installed. If an electric current is available, a two-horse power motor, costing $100 or less, together with a pressure tank, affords an excellent system for steam heating, drinking fountains, lavatories, etc. The cost of the entire outfit for an eight-room building need not exceed $600. It is recommended that cloak closets be arranged for in every schoolroom by placing a small partition at one end with a narrow window on the outside for lighting and two entrances, one at the right and one at the left, without doors. This form gives good ventilation and ample space for entrance and exit, and also affords heating and a reasonable amount of ventilation, which is necessary.

18. The lighting should be from windows grouped as much as possible and also placed well up toward the top of the ceiling, so that the light comes rather from above than on a level with the eye. The lighting area should be at least one-fifth of the floor area; that is, if the room is 20x30 feet with a floor area of 600 square feet, the window area should be at least 120 square feet, or 6x20 feet. The group of windows should be placed toward the rear of the room rather than toward the front; that is, at least 5 or 6 feet of wall space should remain between the first window and the front of the room. The teacher's desk can always be placed so that the light will enter from the left and rear.

19. THE VALUE OF BASEMENT ROOM. Basement rooms afford a place for recreation, and as a refuge in bad weather can not be overestimated. At recess time pupils should be required to leave the schoolrooms, and if they have room in the basement in which to spend their recesses without exposure to cold and storm, it will add wonderfully to the discipline and orderly management of the school.

20. AUDITORIUM. An auditorium of sufficient size to seat the entire school at one time and an additional space for one-third as many more people as a minimum is highly desirable. The auditorium affords opportunity for exercises in which the entire school can profitably and pleasantly take part. Chorus singing, etc., can be practiced and the pupils given an opportunity to practice recitation, debate, music and other exercises of an educational nature. The auditorium should be regarded as the center of school life and school spirit. There is always an inspiration in numbers, and an impression can be made by a speaker before a school which is assembled which can not be made in the schoolroom or in any other way. The phrase, "School and Community Center," is frequently and properly now employed for neighborhood gatherings for instruction and recreation through the visual sense, and an auditorium is a requisite feature and provision of any local educational center.

A MODEL BUILDING DESCRIBED

The committee appointed by the National Educational Association on standardization of school planning and construction adopted a scale showing the percentage of floor area which various portions of a school building should bear in their relation to the total square-foot area of the building. In thus standardizing a building it was determined that the percentage of space used for strictly instructional activities must be at least 50 per cent of the total floor area. The space thus set apart by the committee for instructional purposes includes all class and recitation rooms, commercial and business rooms, laboratories, workshop and drawing-rooms, home economics and agriculture, assembly hall, stage and gymnasium. The remaining 50 per cent of floor space is devoted to stairs and corridors, walls and partitions, administration, lavatories, closets, flues, etc. It is understood, of course, that this system of percentages can not be applied properly to small buildings of fewer than eight or ten rooms.

The Director will discuss briefly the Cooleemee School in Davie County as a type of building which is just being completed, furnished and equipped ready for occupancy February 10. This building is of the one-story type, of brick construction and situated in a beautiful grove of pines, comprising a site of eight acres in extent, facing the main highway and the village. The school will be permitted to use as an athletic and recreation field the enclosed town baseball park, the entrance to which is only 300 feet away from the building. Dressing-rooms and shower baths are provided for use of the town athletic teams as well as those of the school.

The spacious auditorium with a seating capacity of 1,000 is intended to serve the entire community as a meeting place for lectures, chautauquas, motion pictures, and other forms of educational entertainment.

The sixteen recitation rooms are of standard size, with ample cloak closets, and all lighted from an east and west exposure, the light area in every instance being equal to more than one-fifth of the floor area, which meets the standard requirement. Slate blackboards of the best quality are provided throughout. The stage serves also as a gymnasium, the dimensions of which are 38x60 feet. The floors of all rooms and corridors are of an excellent quality of rift pine, which adds much to the artistic appearance of the building. All ceilings are of an old ivory tint and walls of a light tan. The picture molding and woodwork are tinted with a dull-finish weathered oak stain, which gives the interior a most pleasing and restful effect.

As a guide for those who contemplate building, a detailed summary of statistics follows:

Total area of office and library	800 square feet
Total area of ground covered by building	18,904 square feet
Total area of all floors and basement (inside measurement)	24,323 square feet
Total area taken up by 300 running feet of partitions	200 square feet
Total area used for instructional purposes	18,584 square feet
Total area of corridors	3,153 square feet
Total classroom area	10,752 square feet
Total area auditorium and balcony	5,200 square feet
Total area of gymnasium	2,280 square feet
Total area of boiler and fuel room	1,410 square feet
Total area of lavatories and toilets	996 square feet
Total area of boys' play and recreation room	1,200 square feet
Total area of girls' play and reereation room	1,440 square feet
Cubic contents of building	332,224 cubic feet
Cost of building	$60,000
Cost per cubic foot	18 cents
Percentage of instructional area to total inside floor area	76 per cent

There is installed in the basement of the building a modern low-pressure steam heating plant of adequate size, the cost of which is included in the above estimate. Other basement excavations furnish space for lavatories, shower baths, and playrooms, which can be used as places of refuge by pupils in cold or inclement weather.

The Director has taken this building as a type on account of its being of good design, first-class workmanship in construction, absolute safety from fire or panic, economical as to cost, convenience and accessibility of classrooms with respect to auditorium, gymnasium, library, and principal's office.

All these items together with the ideal location and artistic surroundings, make it well nigh a model school and worthy of inspection and study by boards of education, committeemen and superintendents who have a building program in contemplation.

A TYPICAL BUILDING

Unusually fine progress has been made in carrying into effect a State-wide building program. Heretofore schoolhouse building in the State has been more or less spasmodic and sporadic.

Recently both county and city superintendents have been making a special study of schoolhouse planning and building, with the result that now a certain standard with reference to design, arrangement of rooms, heating and lighting are almost universally recognized and adopted.

It will not be out of place to introduce here an example of recognized standard of schoolhouse scoring, which is now in vogue throughout the whole United States. It will be helpful to those who are unfamiliar with it, in the way of calling attention of school boards and superin-

tendents to the infinite number of vital points to be considered in order to realize the best results.

The Director will take a building which he has in mind which was finished and occupied at the beginning of the current year. This building may be taken as a type of a large class, possibly one of fifty, built in a small town of 2,300 people, but intended to serve the entire township. The old building, which has been in service for more than a quarter of a century, is of brick construction and lacking in almost every feature which is conducive to comfort and convenience and sanitation, in all of which features the new building notably excels. As evidence of faulty construction, the walls of the old building showed open cracks and seams suggesting evidence of a possible collapse. The stairs were so constructed and installed as to mean almost a certain fatality in case of a panic caused from fire, storm, lightning, or any other unusual occurrence. The grading or scoring of this building would show it to be from 40 to 50 per cent defective and deficient for school use. If detailed statistics relative to this building were given, the contrast with the new would be most startling and impressive. It will be noted that there appears upon the score card eighty-six different items for features which enter into the construction of a house planned and designed for practical use, permanency, economy of cost, and pleasing appearance.

Score of School Building in.....County..... District

	Perfect Score.	Score of Building.
I. SITE		
A. LOCATION:		
1. Accessibility	25	25
2. Environment	30	25
B. DRAINAGE:		
1. Elevation	20	20
2. Nature of soil	10	10
C. SIZE AND FORM	40	35
II. BUILDING		
A. PLACEMENT:		
1. Orientation	15	15
2. Position on site	10	10
B. GROSS STRUCTURE:		
1. Type	5	5
2. Material	10	10
3. Height	5	5
4. Roof	5	5
5. Foundations	5	5
6. Walls	5	5
7. Entrances	10	10
8. Aesthetic balance	5	5
9. Condition	10	10
C. INTERNAL STRUCTURE:		
1. Stairways	35	35
2. Corridors	20	20
3. Basement	15	15
4. Color scheme	5	5
5. Attic	5	0
III. SERVICE SYSTEM		
A. HEATING AND VENTILATION:		
1. Kind	10	10
2. Installation	10	10
3. Air supply	15	15
4. Fans and motors	10	10
5. Distribution	10	10
6. Temperature control	10	8
7. Special provisions	5	5
B. FIRE PROTECTION SYSTEM:		
1. Apparatus	10	5
2. Fireproofness	15	15
3. Escapes	20	20
4. Electric wiring	5	5
5. Fire doors and partitions	10	10
6. Exit lights and signs	5	3
C. CLEANING SYSTEM:		
1. Kind	5	3
2. Installation	5	5
3. Efficiency	10	8
D. ARTIFICIAL LIGHTING SYSTEM:		
1. Electricity	5	5
2. Outlets	5	5
3. Illumination	5	5
4. Methods and fixtures	5	5
E. ELECTRIC SERVICE SYSTEM:		
1. Clock, bell and telephone	15	15
F. WATER SUPPLY SYSTEM:		
1. Drinking	10	10
2. Washing and bathing	15	10
3. Hot and cold	5	3
III.—*Continued*		
G. TOILET SYSTEM:		
1. Distribution	10	10
2. Fixtures	10	10
3. Adequacy	10	10
4. Seclusion	5	5
5. Sanitation	15	15
H. MECHANICAL SERVICE SYSTEM:		
1. Waste, chutes, etc	10	10
IV. CLASSROOMS		
A. LOCATION AND CONNECTION	35	30
B. CONSTRUCTION AND FINISH:		
1. Size	25	25
2. Shape	15	15
3. Floors	10	10
4. Walls and ceiling	10	10
5. Doors	5	5
6. Closets	5	5
7. Blackboards	10	10
8. Bulletin boards	5	5
9. Color scheme	10	10
C. ILLUMINATION:		
1. Glass area	45	45
2. Windows	30	30
3. Shades	10	10
D. CLOAKROOMS AND WARDROBES	25	25
E. EQUIPMENT:		
1. Seats and desks	35	35
2. Teacher's desk	10	10
3. Other equipment	5	3
V. SPECIAL ROOMS		
A. LARGE ROOMS FOR GENERAL USE:		
1. Playroom	10	8
2. Auditorium	15	15
3. Study hall	5	5
4. Library	10	8
5. Gymnasium	10	5
6. Swimming pool	5	0
7. Lunch room	10	8
B. ROOMS FOR SCHOOL OFFICIALS:		
1. Officers	10	10
2. Teachers' room	10	10
3. Nurse's room	10	10
4. Janitor's room	5	3
C. OTHER SPECIAL SERVICE ROOMS:		
1. Laboratories	20	20
2. Lecture rooms	10	5
3. Store rooms	5	5
4. Studios	5	3
TOTALS	1,000	933

It will be seen from the high scoring accorded this building that it is well designed and, although of practically three stories in height, of excellent proportion as to its length and elevation. The orientation is such that every room receives a certain amount of sunlight at some time during the day. The grouping of windows and the light area assures the proper amount of light, equally distributed, for classrooms, corridors, and offices, the proportion of the light area being greater in the classrooms than one-fifth the floor area, which meets the recognized requirement. The stair arrangement meets the State law in every particular, so as to afford a rapid and easy means of entrance and exit as well as serving as a fire-escape. The interior finish of woodwork is of weathered oak stain, which gives the appearance of a refined home, instead of a mill or warehouse. The authorities have realized that a good floor means much to the interior finish, appearance, and sanitary condition of the building, and so have provided a floor of maple, which has been beautifully polished and found to be comparatively inexpensive. There are twenty-two standard size classrooms in this building, and an auditorium of splendid proportions, which will serve as a community center and a gathering place for chautauquas, theatricals, motion pictures, and other forms of instruction and entertainment.

It will be found that a school of this size will be an economical proposition on account of janitor service, fuel, and other expense of operation.

A TYPICAL SCHOOL SITE

In addition to the completeness and permanence of the building itself, it could not fill the place which it does in the life of the community with a different location and environment. These qualifications, according as they are possessed in different degrees, so impress the human mind that the effect is either depressing or inspiring. In this instance there is obtained a wonderful distant view of landscape, filling almost a half-circle of the horizon and changing with the varying aspect of sky and clouds. A fringe of pines and hardwood trees furnishes a background for the setting of the building and at the same time gives the children's playground protection in winter from the north wind. The Woman's Club have already taken steps toward further beautifying the grounds in accordance with a definite plan.

In the selecting of a school site distance does not now enter into the question as it once did, for with modern means of transportation, such as the automobile and popular use by children of the bicycle as a means of locomotion, together with improved roads and sidewalks, it is not at all unusual to find a new building located entirely outside the village, town or city limits. The patrons realize that it is better to provide ample grounds for recreation and other forms of school activities than to have it near their front doors, but in a restricted area with streets and highways for playgrounds and drugstores and shops as places of

rendezvous. A building situated as this one above described within sight of one of the State's great highways can not fail to make a favorable impression upon the stranger who chances to pass that way. Thus it becomes a valuable asset, not only to the town and county, but to the State as well.

It is such undertakings as this, carried to a successful conclusion, that will give our State the pleasant sort of publicity for progress in school building that she already has for road building, agriculture, and manufacturing.

The Director could name numerous sites which have recently been secured and chosen by boards of education admirably situated and of ample area for all school activities. Not infrequently there has been acquired as much as twelve or fifteen acres and seldom less than five or six acres. As a rule, the land owners are glad to coöperate with boards of education in disposing of their land at a reasonable price, and in a number of instances the entire tract is donated free of cost. It has seldom been necessary for boards of education to have to resort to condemnation proceedings.

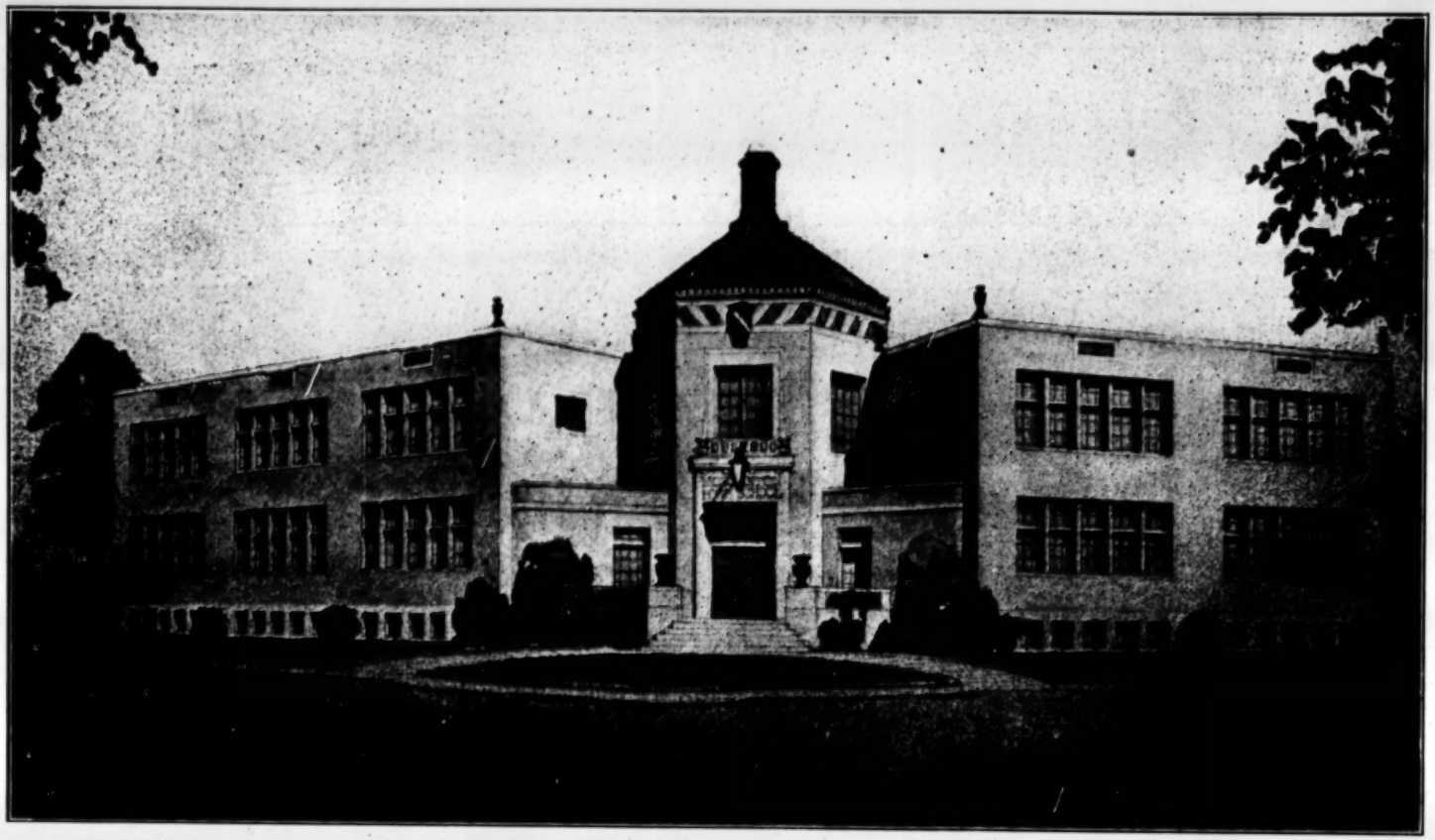
It means much to any community to have reclaimed, beautified, and set apart a large area of land to be maintained and preserved as a park and recreation ground for future generations. Too much praise can not be given Women's Clubs and Parent-Teachers' Associations for the interest which they have taken in this work and also in the interior decoration and equipment of those modern buildings.

VALUE OF A DEFINITE PROGRAM

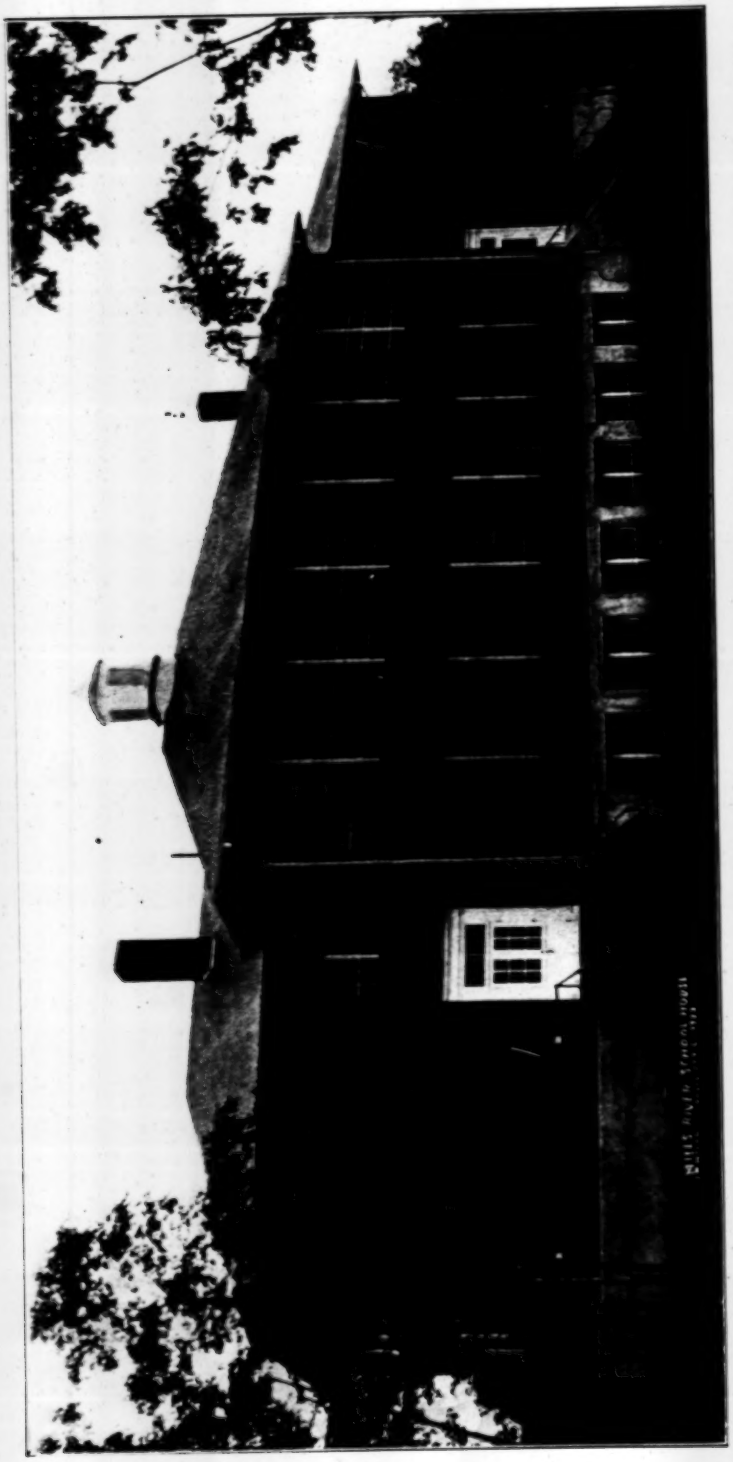
Every town, city and county should adopt a well defined building program, so that, even in case of a complete change in the personnel of the school board, all future building operations can proceed in an orderly and systematic manner in accordance with a well defined plan.

Thus, such blunders as placing two or more buildings in the same lot, the extension of streets and town limits, without providing for school sites, and other grave mistakes, will be avoided. By this plan new sites will be selected by the board with a view to conditions which will prevail at least five years in advance, bearing in mind that with the natural growth of population, land values will advance and open areas suitable for school purposes and convenient to the centers of population will be more and more difficult to secure.

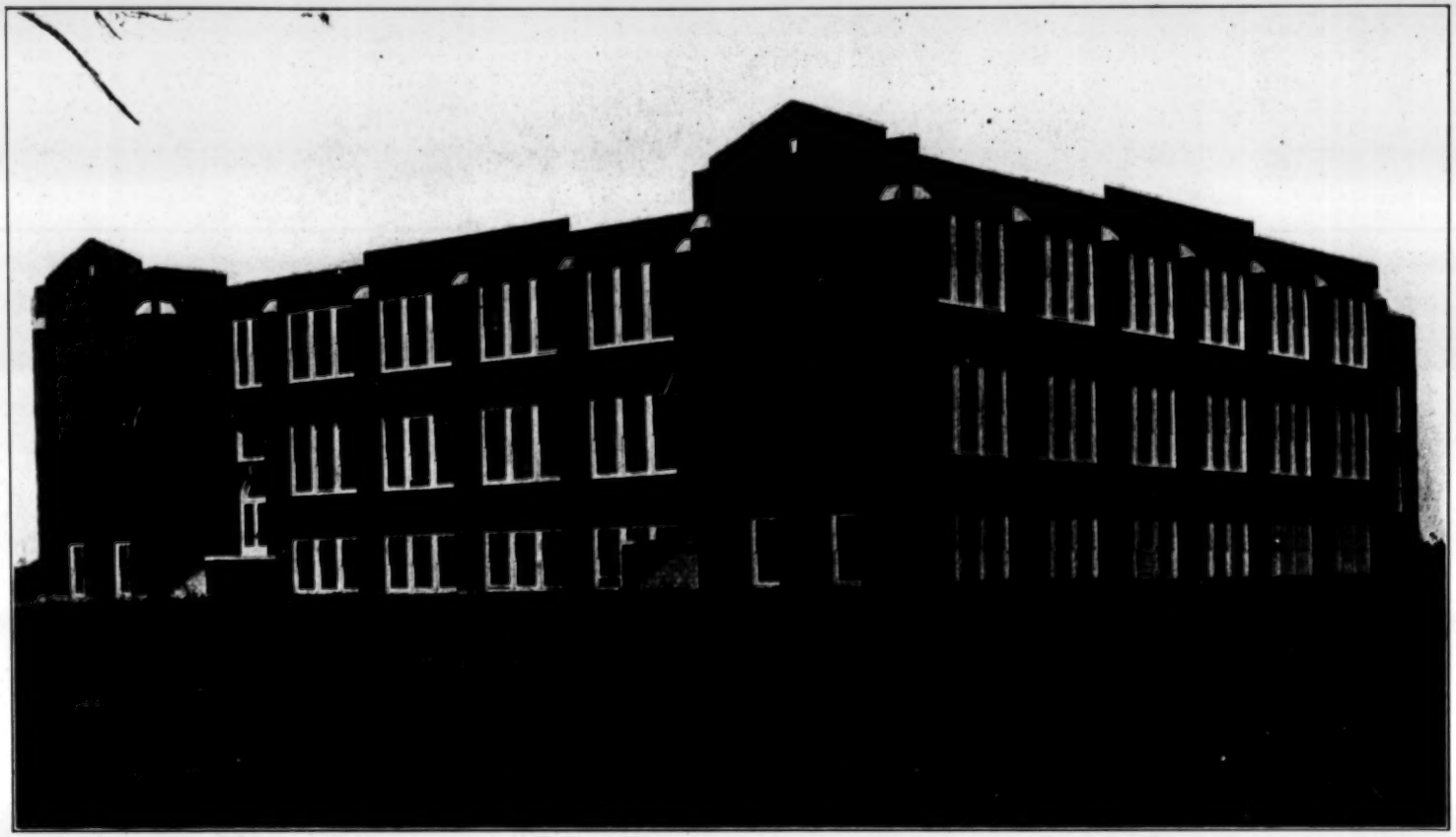
As one-sixth of our entire population is in school, the welfare of a large percentage of our future citizenship depends upon the adoption of a wise program of school planning. In this matter the municipality and school interests are so closely allied that they should go hand in hand.



MORGANTON HIGH SCHOOL—FIREPROOF CONSTRUCTION

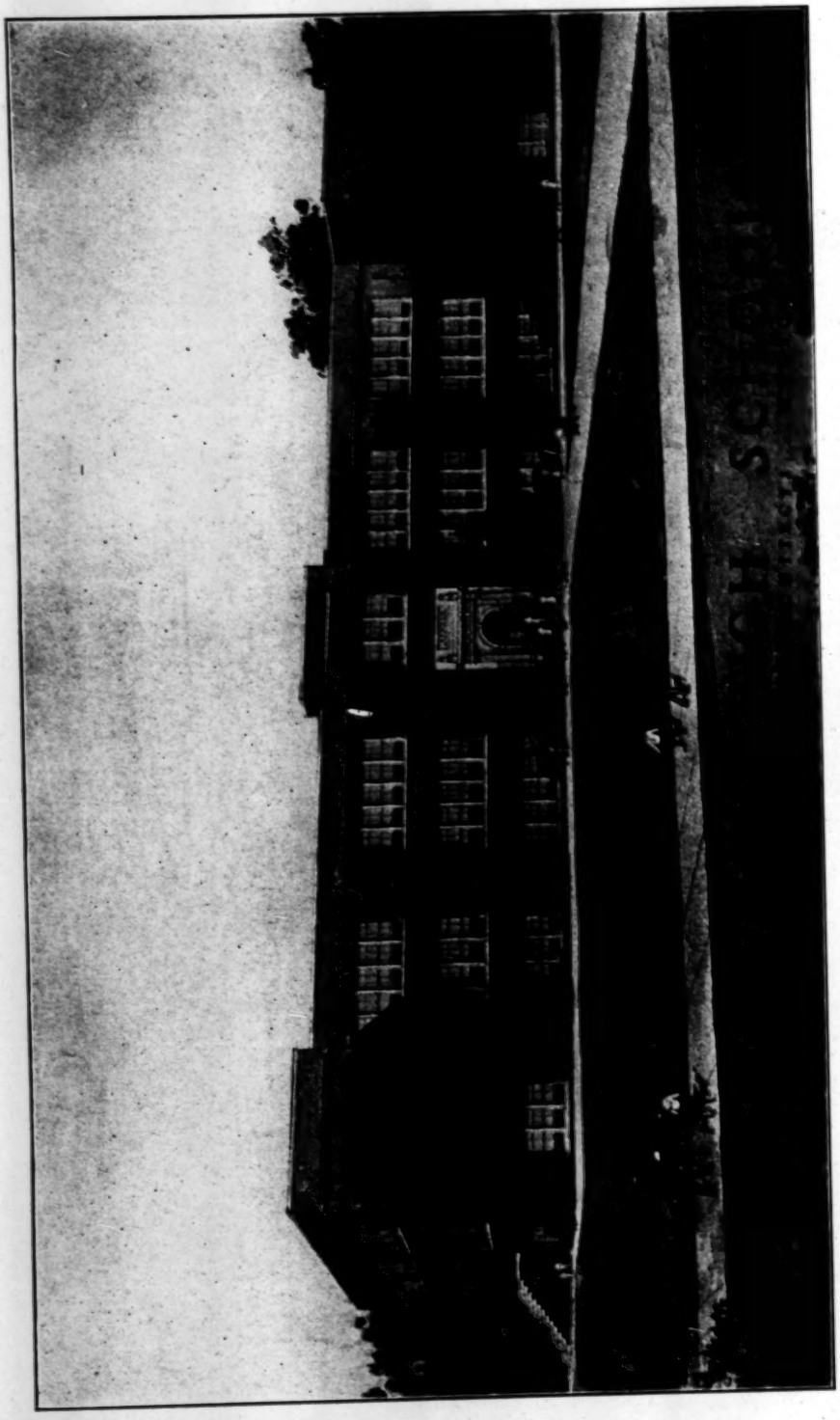


MILLS RIVER CONSOLIDATED—HENDERSON COUNTY

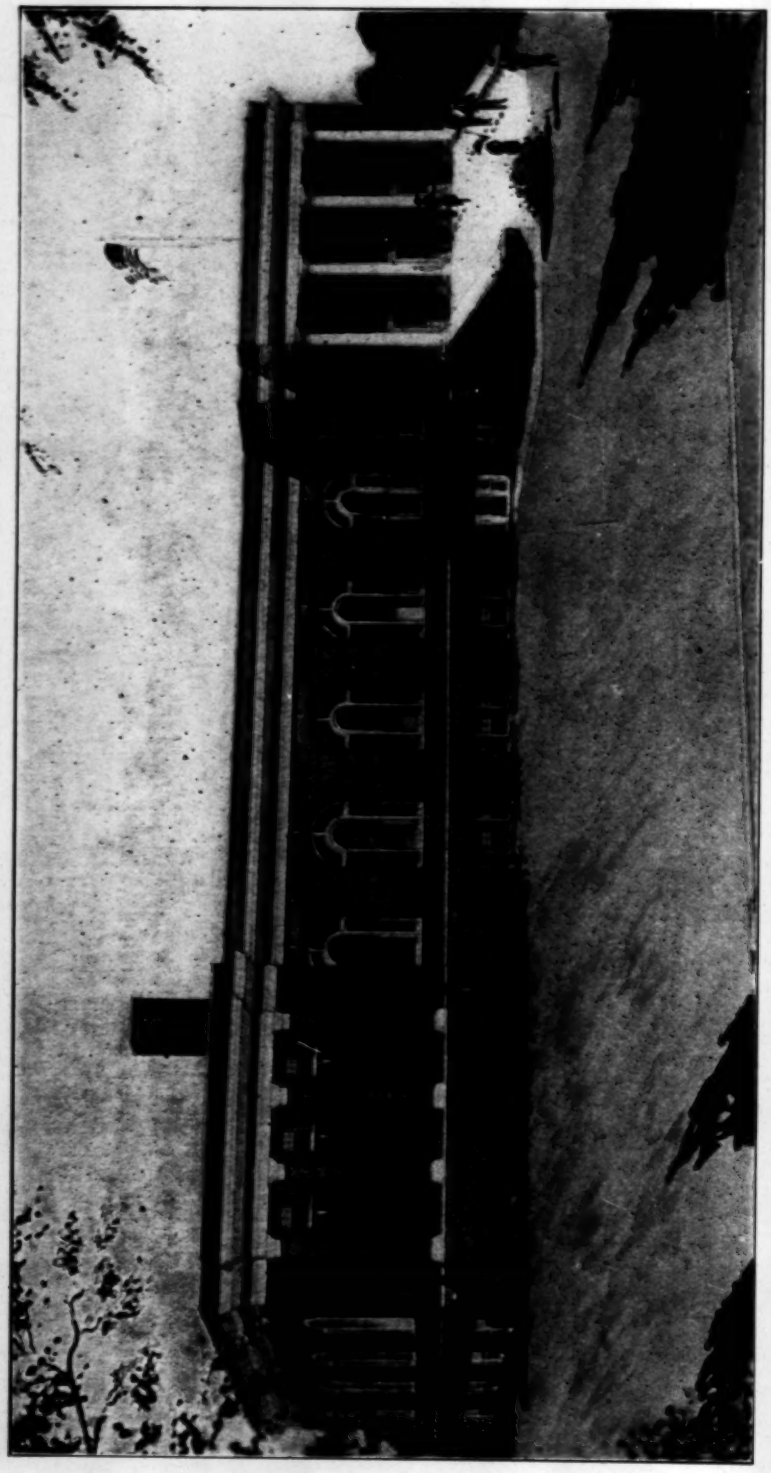


NEWPORT—16 CLASSROOMS AND AUDITORIUM ABOVE BASEMENT FLOOR—COST $70,000

APEX—19 CLASSROOMS AND AUDITORIUM—COST $70,000



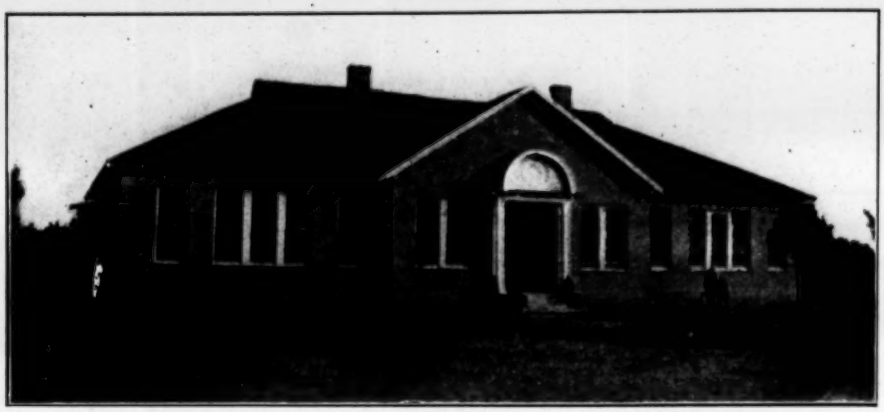
NEWTON HIGH SCHOOL



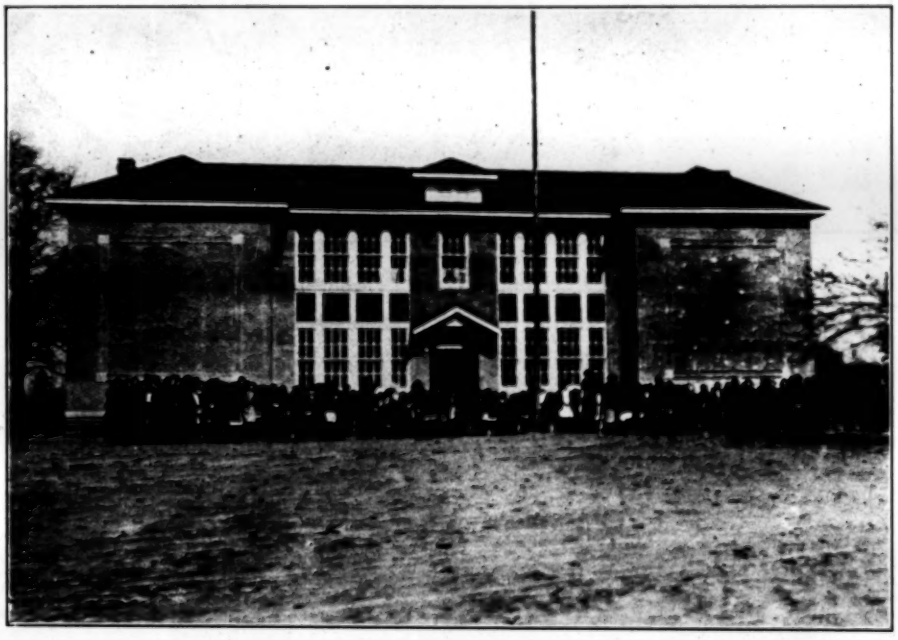
REIDSVILLE HIGH SCHOOL—AUDITORIUM, GYMNASIUM, AND 16 CLASSROOMS

DAVIS—CARTERET COUNTY

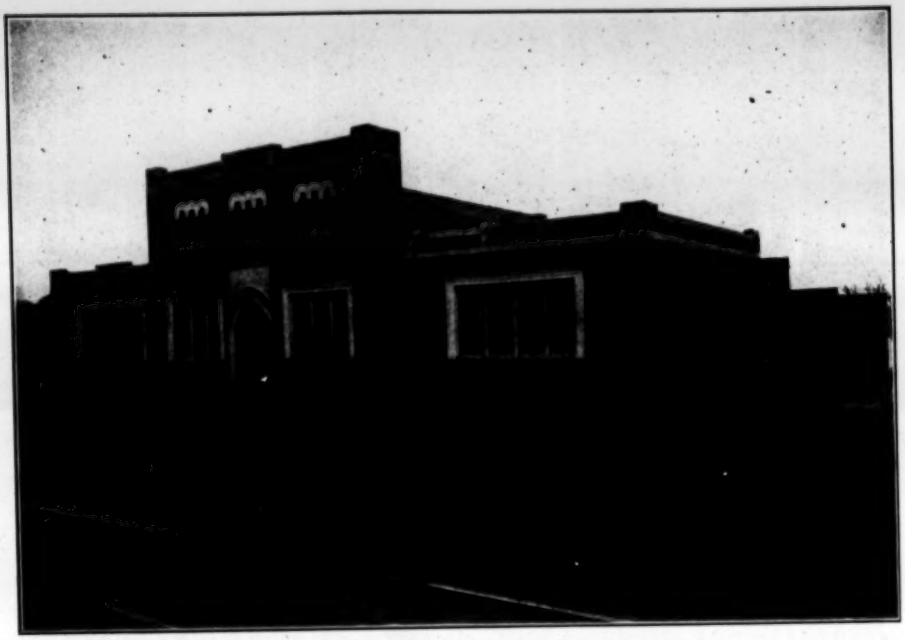
BUILT HALF-CENTURY AGO—IREDELL COUNTY



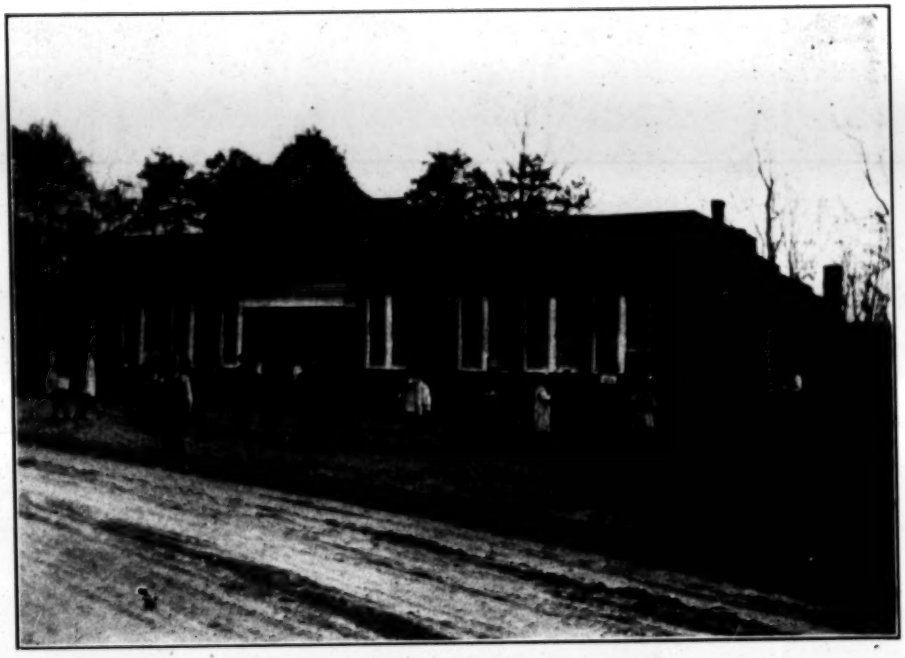
STACY—CARTERET COUNTY—6 ROOMS AND AUDITORIUM



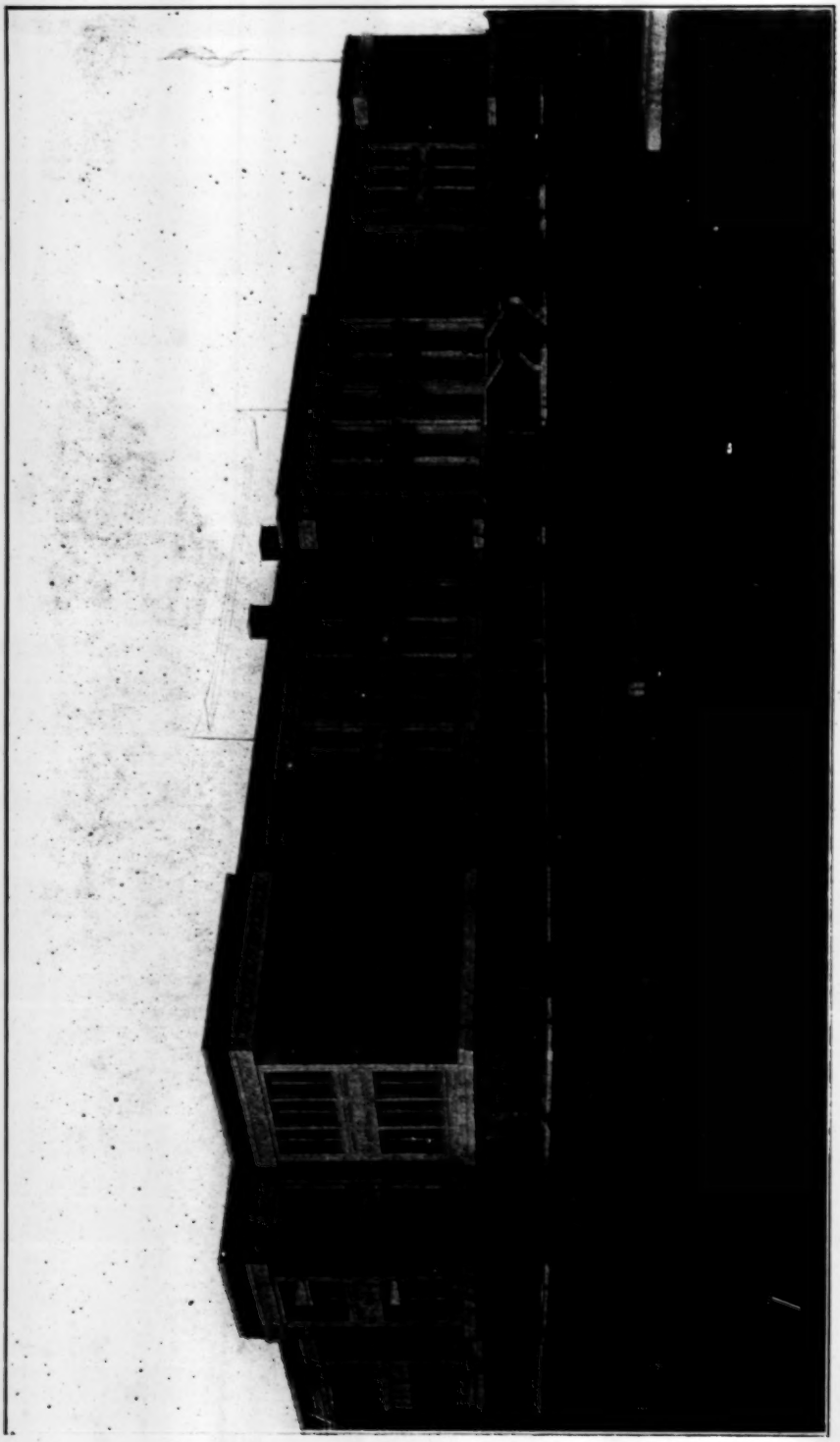
PINE TOPS—EDGECOMBE COUNTY



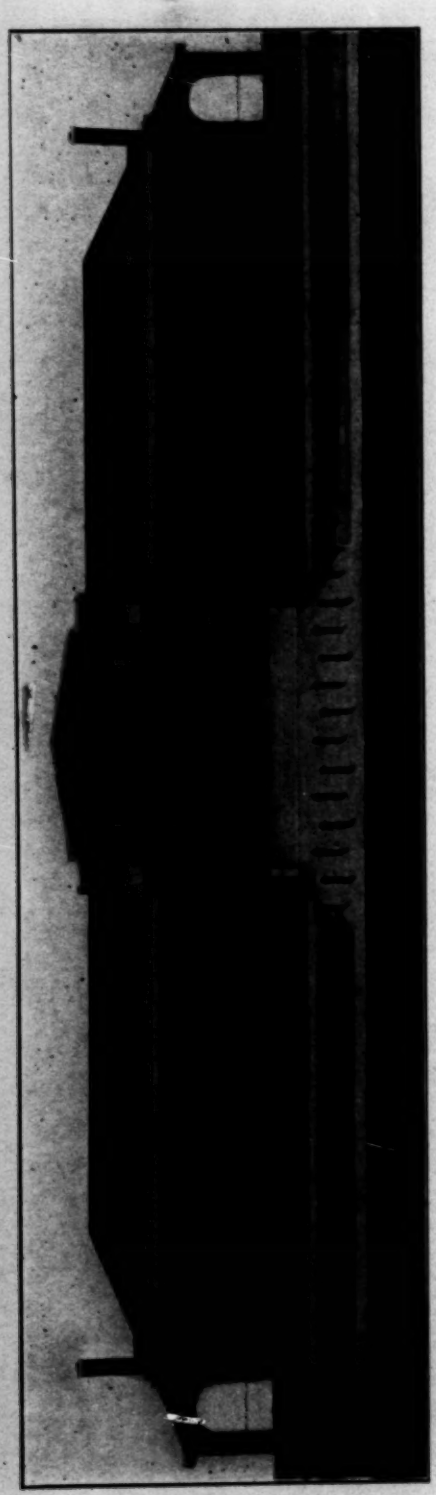
LAKEWOOD—DURHAM COUNTY



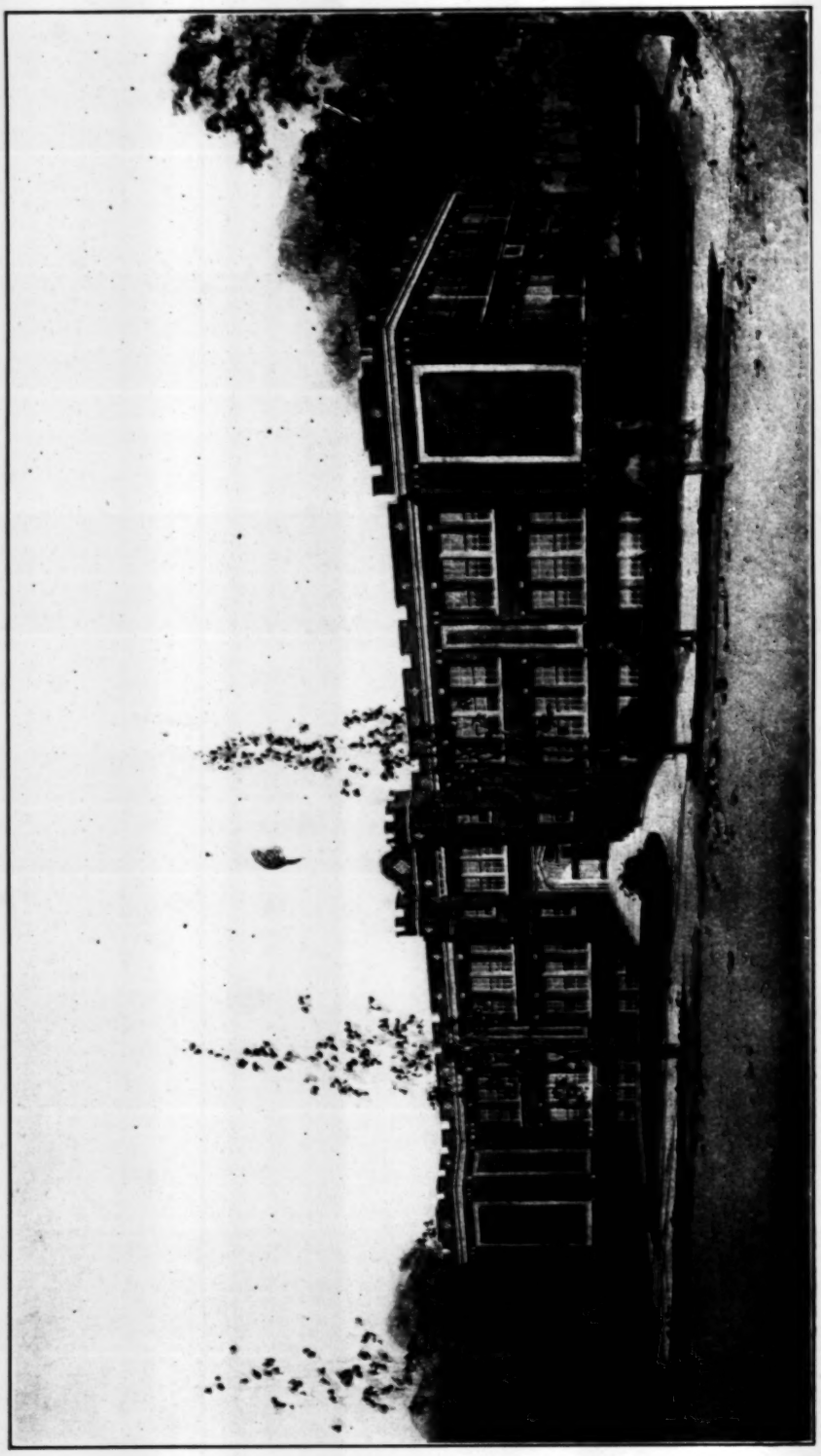
STANLY COUNTY



NEW HANOVER COUNTY HIGH SCHOOL—COST $400,000



SMYRNA CONSOLIDATED HIGH SCHOOL—CARTERET COUNTY

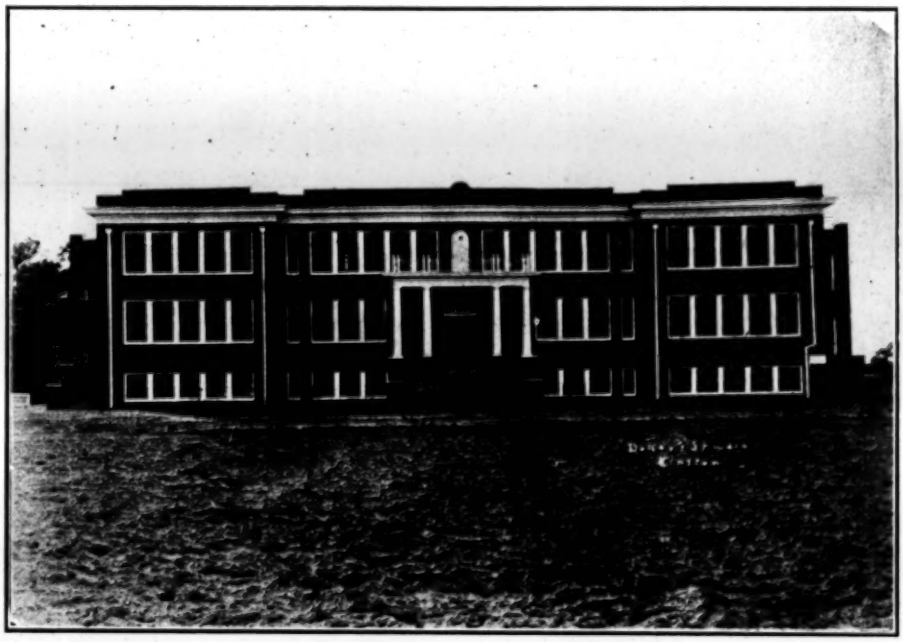


LEXINGTON HIGH SCHOOL.—TAPESTRY BRICK AND TERRA COTTA CONSTRUCTION

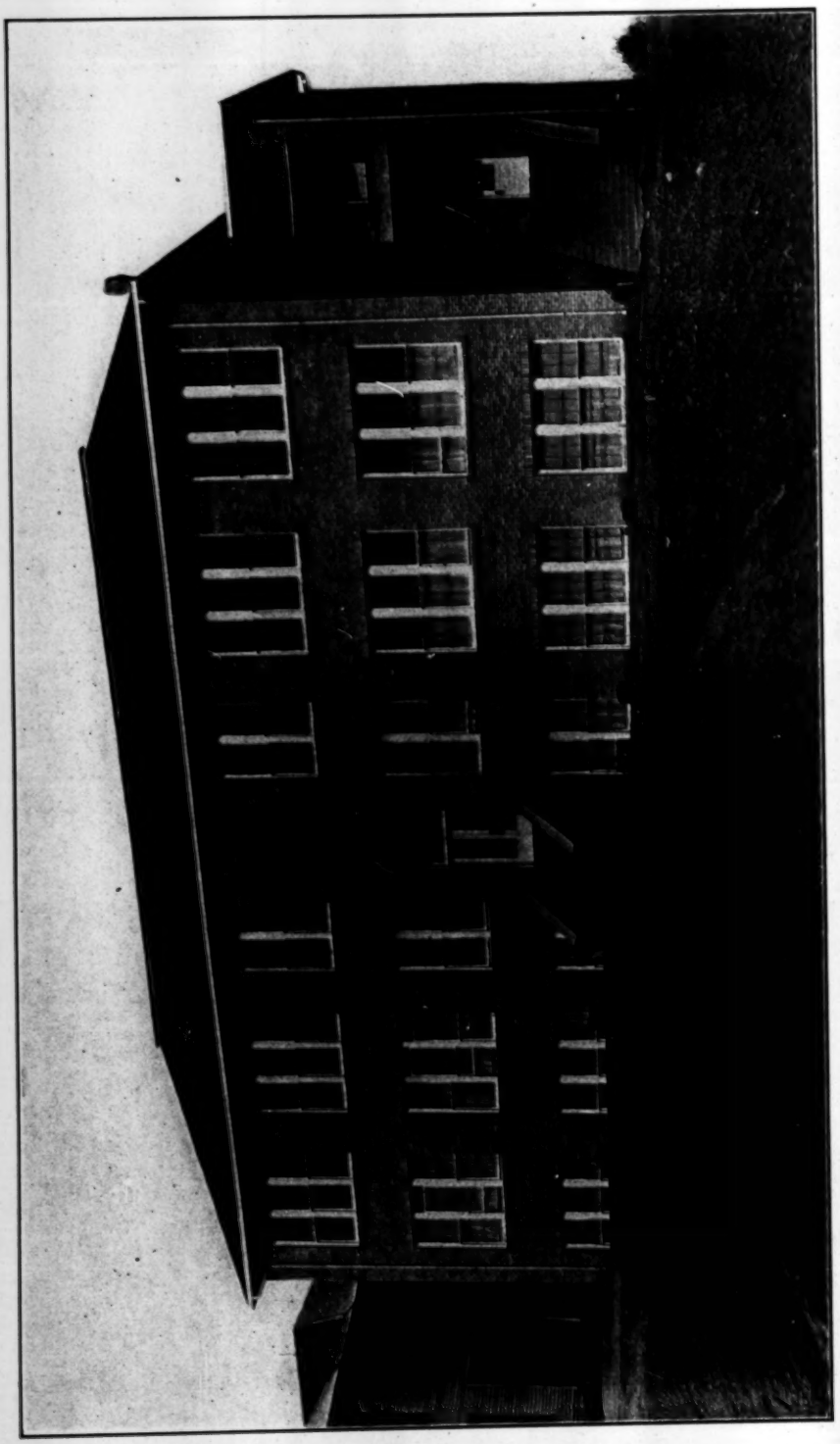
COOL SPRINGS—IREDELL COUNTY

OLD COOL SPRINGS—IREDELL COUNTY

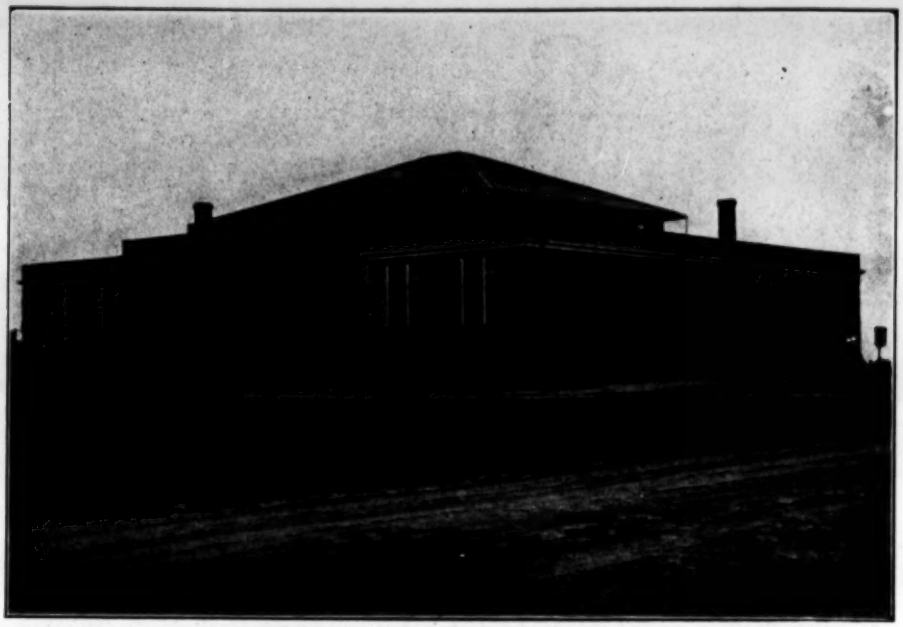
HOOKERTON—OLD SCHOOL BUILDING



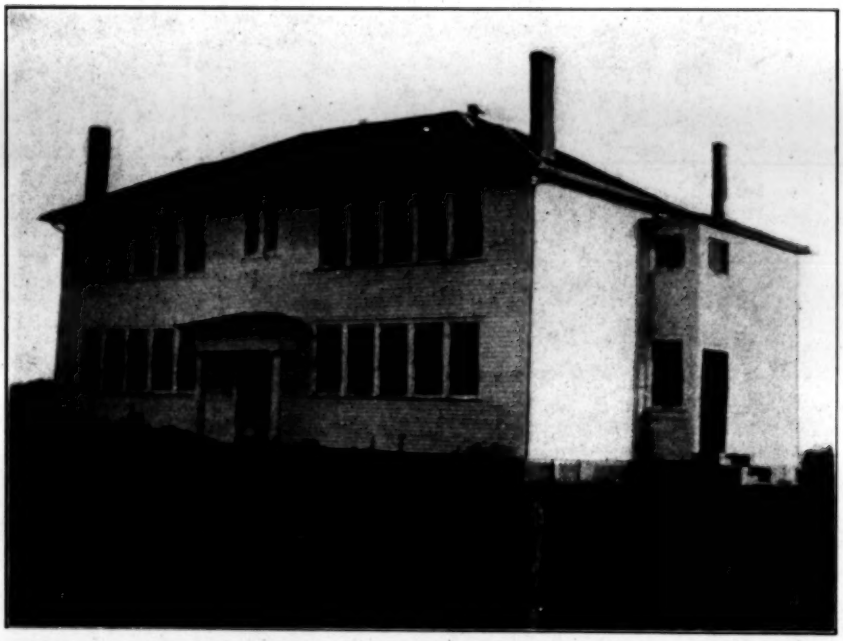
HOOKERTON—GREENE COUNTY



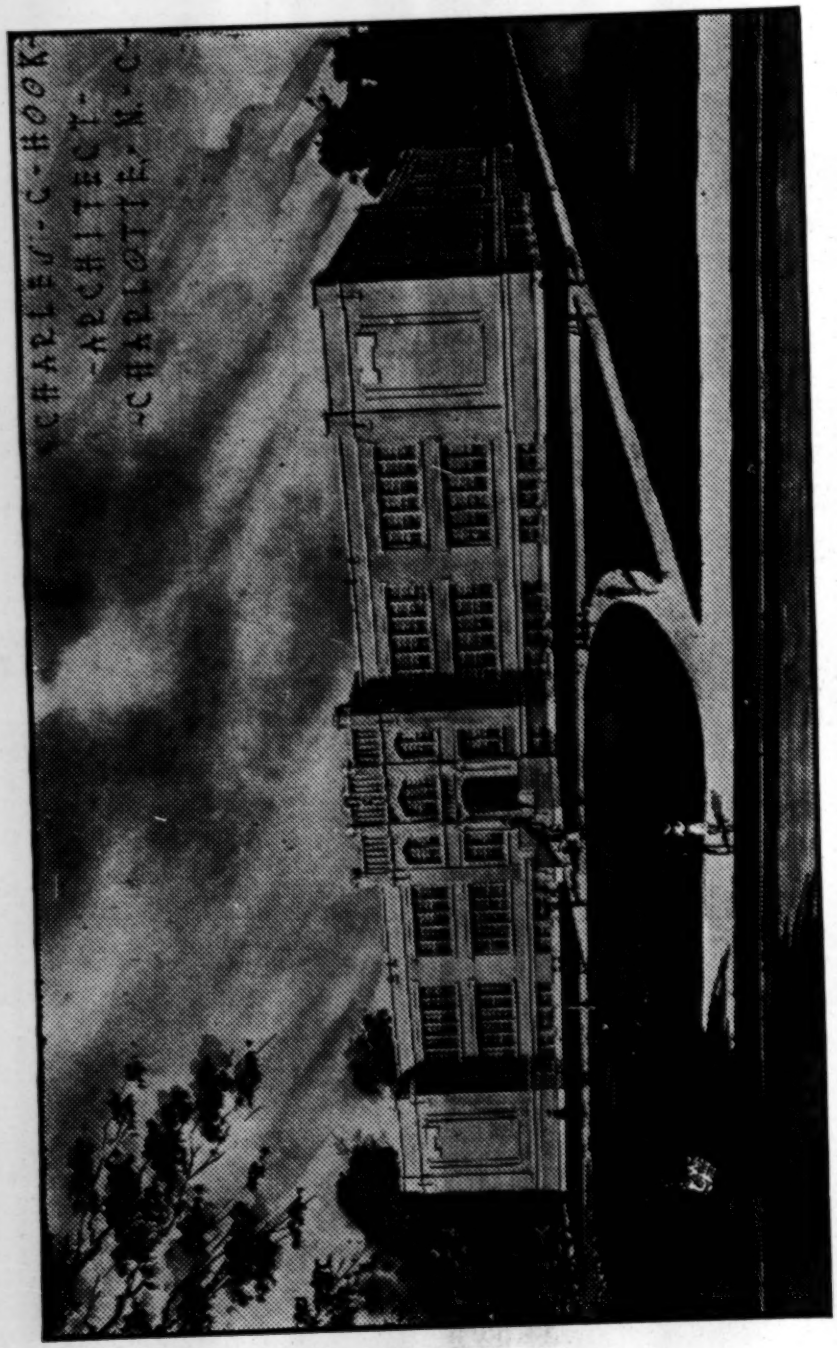
CHURCHLAND—DAVIDSON COUNTY



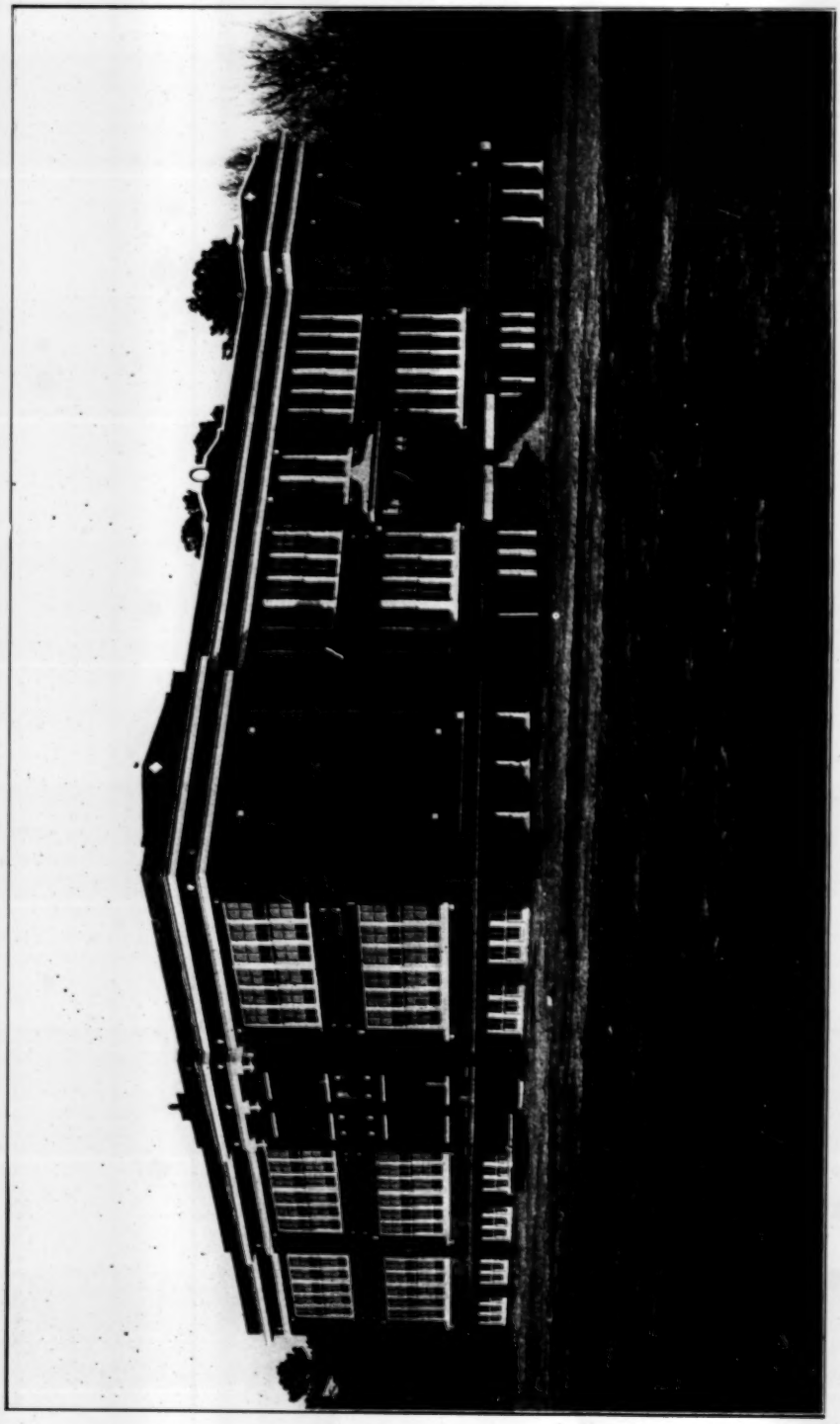
SHERRILLS FORD—CATAWBA COUNTY



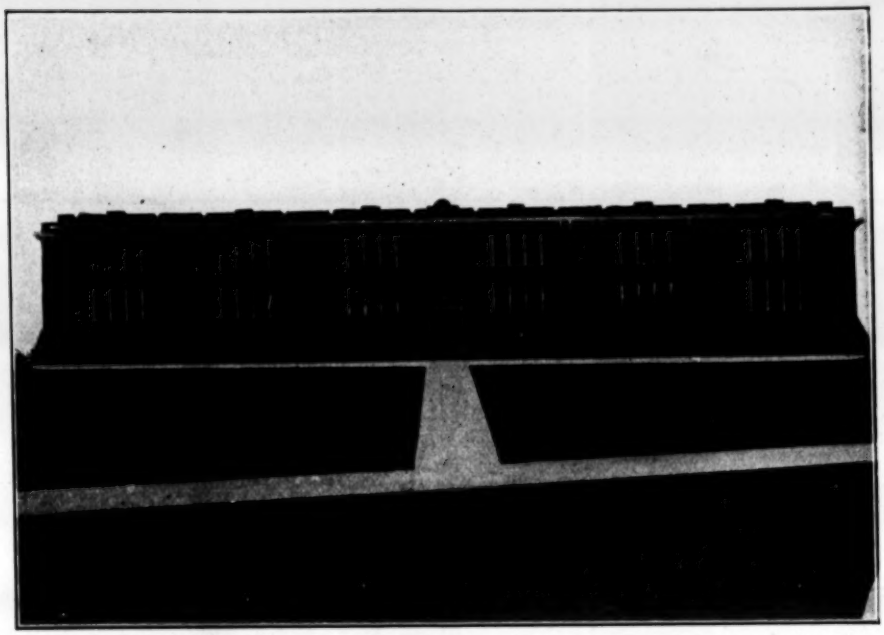
FAIRFIELD—HYDE COUNTY



Smithfield

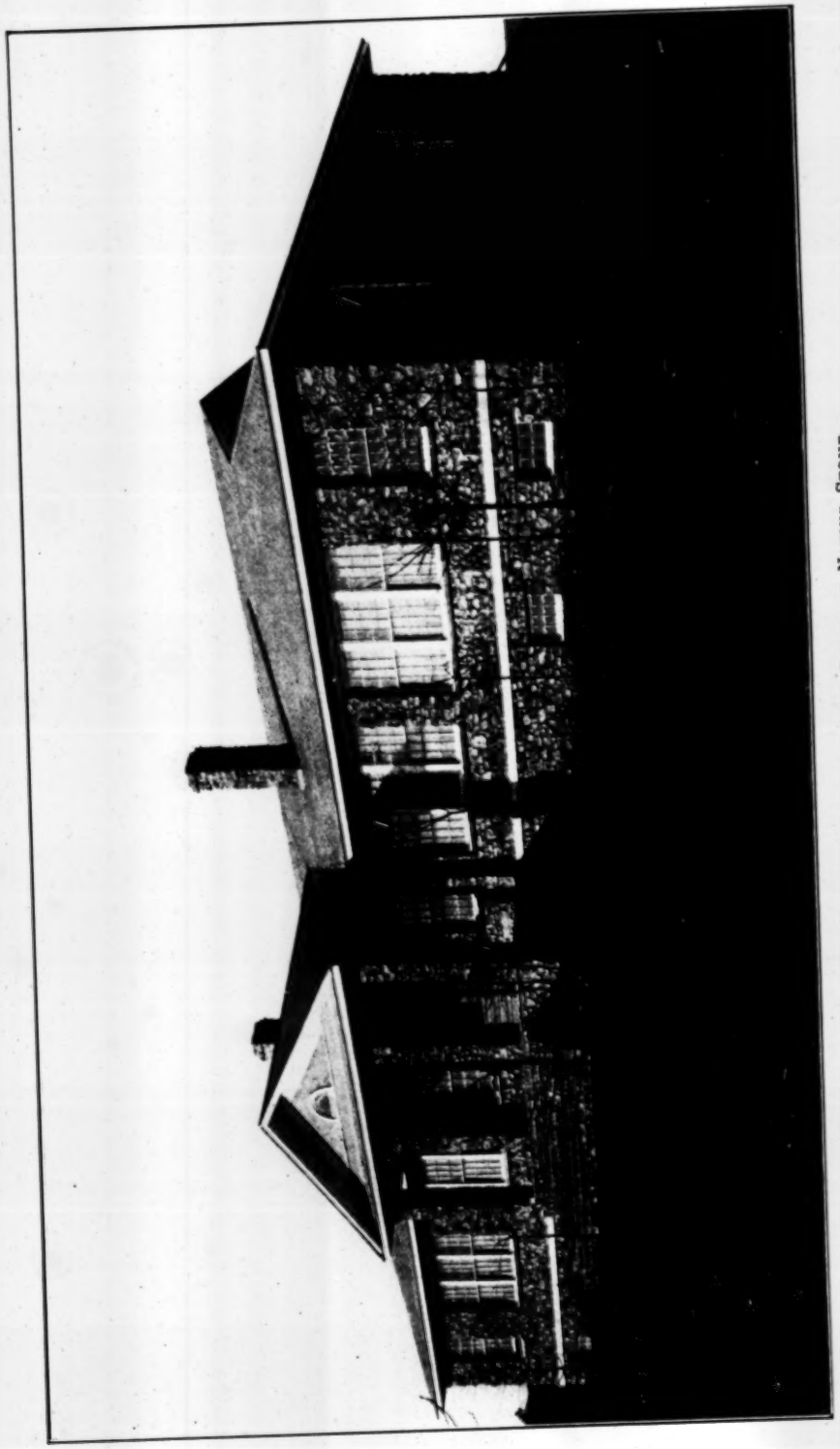


ROCKINGHAM HIGH SCHOOL



FOREST CITY

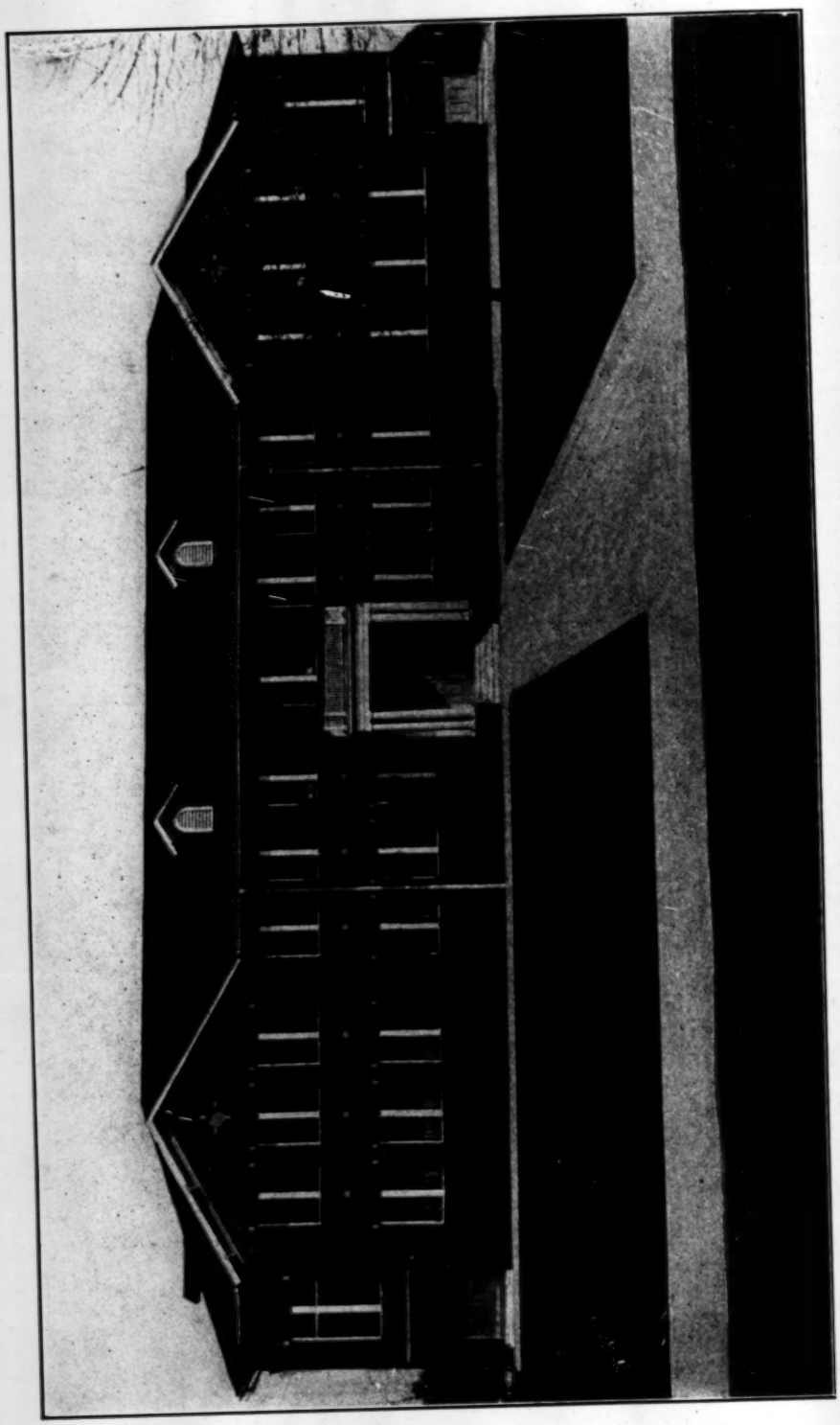
SHARON—IREDELL COUNTY



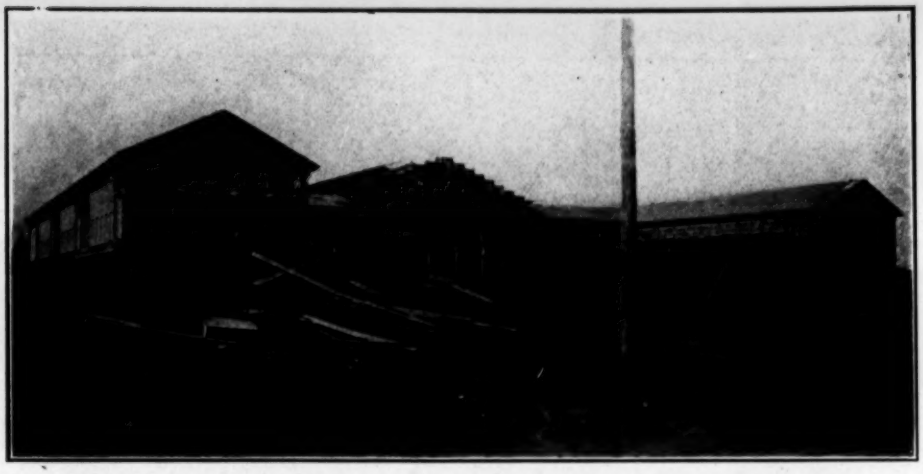
"SHORT OFF"—BURKE COUNTY—BUILT OF NATIVE STONE

SNOW HILL—GREENE COUNTY

BETHEL HILL—PERSON



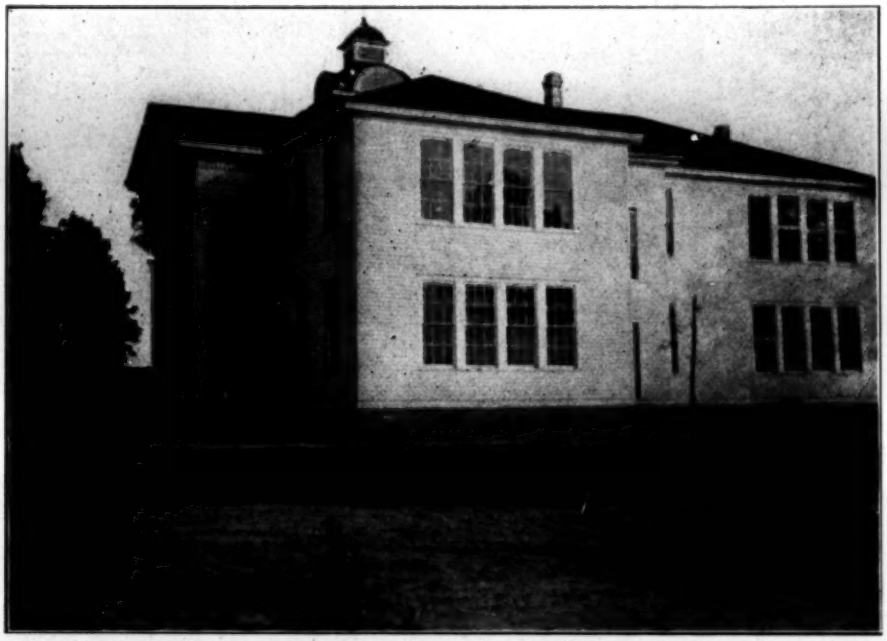
MOYOCK —CURRITUCK COUNTY



IRVING PARK—GUILFORD COUNTY—SHOWING TILE AND BRICK CONSTRUCTION

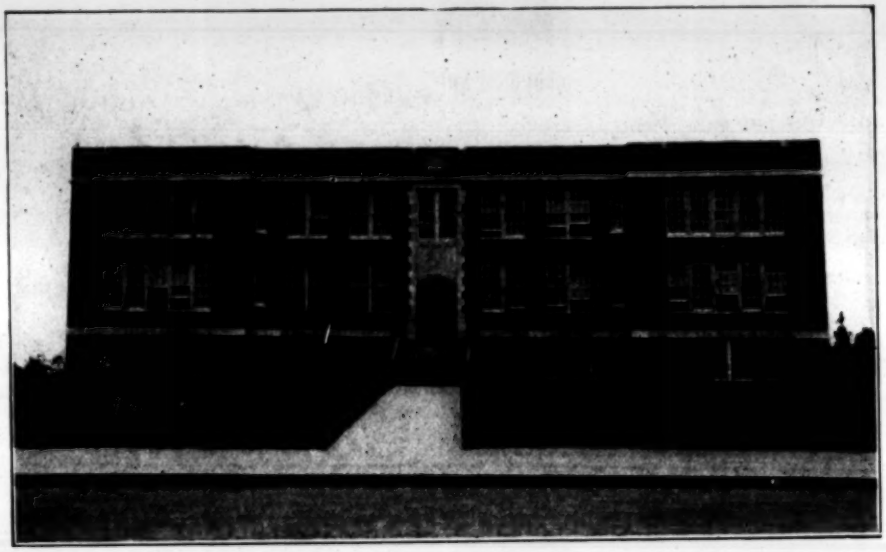
MONROE HIGH SCHOOL

HARKERS ISLAND—CARTERET COUNTY

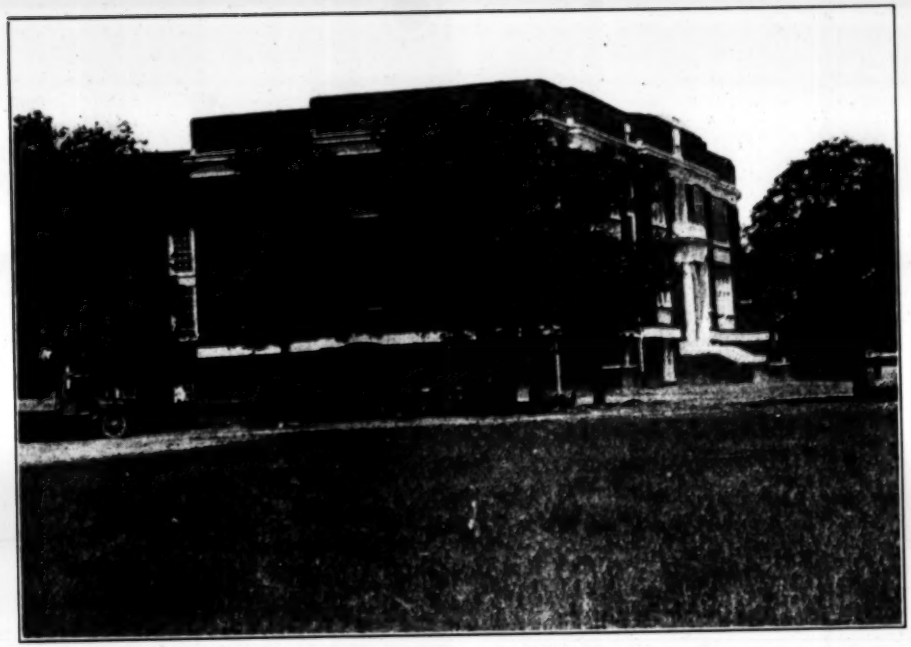


NEWLAND—PASQUOTANK COUNTY—RURAL SEVEN-TEACHER CONSOLIDATED

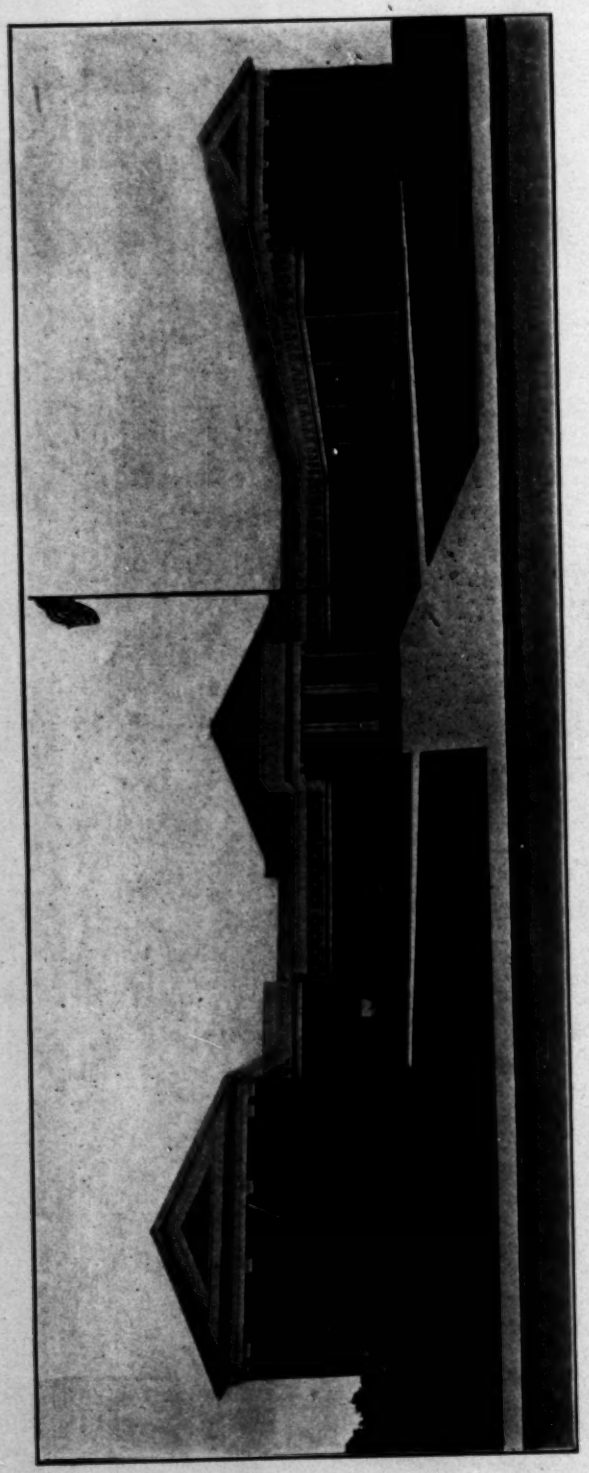
VIENNA RURAL CONSOLIDATED—FORSYTH COUNTY



CANDOR—MONTGOMERY COUNTY



RAMSEUR—RANDOLPH COUNTY



McIVER SCHOOL—GUILFORD COUNTY

NC 252 County Plan of Organization
1923-1931

Box 119 Folder 1080

NC252

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED
SEP
17
1923
GENERAL EDUCATION BOARD

Sept. 14, 1923.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner: -

Under our new school code ample provision has been made for enforcing the constitutional requirement for a six months school term. Many of the counties in North Carolina are not satisfied with the length of the school term and are trying to make arrangements for a county-wide tax to increase the school term to at least eight months. In order to carry a county-wide tax it has been found necessary to make a very thorough study of the county and present a very definite plan of county-wide organization and consolidation with accurate figures as to the prospective cost. The Superintendents in many counties are making strong appeals to the State Department of Education for assistance in laying out their county wide plans in the hope that they can make provision for at least an eight months term for every child in the county, and bring high school opportunities within the reach of every child.

It seems to me that this is one of the most pressing needs in our school system at this time to the end that scientific plans for county-wide consolidation and administration may be made at this time. There is danger that counties will go too fast and adopt and perpetuate plans that are not the best that could have been made for those counties.

The University of North Carolina has placed at the disposal of this department, for a considerable part of his time, Dr. M. R. Trabue, on the condition that we pay his traveling expenses. I have been unofficially informed that the services of two other college professors may be obtained in the same way for this work; namely, Dr. A. M. Proctor, Trinity College, and Dr. John H. Cook, North Carolina College for Women.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. A. F.

I have examined our appropriations and cannot find where we can legally divert anything we have for these expense accounts.

I wanted to ask the General Education Board if it could not make an appropriation of $2,000 for this purpose until the meeting of our Legislature in 1925. In case the General Education Board does not see fit to allow this appropriation, would it authorize is to divert as much as $500 from the high school inspection fund already available? While this work I have in mind is not essentially high school inspection, yet it is working at the very foundation of things, because this county wide plan, if properly laid out, will make better progress for high schools than has heretofore been made in this State.

I am,

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintenient Public Instruction.

September 20, 1928

Honorable A. T. Allen
State Superintendent Public Instruction
Raleigh, North Carolina

Dear Mr. Allen:

I have your very interesting letter of September 14th and I have discussed with my colleagues the subject which you bring up. We are alive to the importance of reorganization in the field of secondary education but, for that very reason, it seems to us doubtful whether your purpose can be effectually accomplished by the use of part-time men---able, to be sure, and highly qualified, but nevertheless distracted by their other duties. The subject is one which we would like to talk over with you, without any commitment on our part, for it seems to us to involve protracted effort covering a period of years. Perhaps some time you may be coming east, or one of us may be at Raleigh in the near future.

With all good wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF:EB

NC 252

OFFICE OF
CRAVEN COUNTY BOARD OF EDUCATION
NEW BERN, NORTH CAROLINA

January 14, 1924.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Doctor Bachman:

I have been informed that the General Education Board intends to assist some counties in North Carolina in the supervision of schools. If this report is true I should like to have the Board give Craven county consideration.

If one looks at Craven county's valuation without knowing conditions in the rural sections he might be led to believe that taxation for schools is not a burden. But when one considers the fact that a large part of the county is cut over timberland of little value now from an economic standpoint because it is non-productive; that about one acre in five is under cultivation; that cotton growing is a failure because of the boll weevil; and that tobacco growing is giving us the curse of a one crop system, he will begin to appreciate some of the difficulties we are facing.

I am firmly convinced that the way out of this situation is through our system of Consolidated schools now nearing completion. My desire for two years has been to see how far such a system of schools can go in changing the agricultural activities of a county. I am convinced, also, that a consolidated school during its first two or three years of existence needs competent supervision even more than the original small schools.

I should like to have the opportunity of giving you complete information about Craven county. I should be glad to bring what data I have to you and go over the

OFFICE OF
CRAVEN COUNTY BOARD OF EDUCATION
NEW BERN, NORTH CAROLINA

situation with you.

Thanking you for your consideration of this letter, I am,

Very truly yours,

R. B. Proctor

County Superintendent of Schools.

January 22, 1924

Mr. R. S. Proctor
County Superintendent of Schools
New Bern, North Carolina

Dear Mr. Proctor:

I discussed with Superintendent Allen some time ago, as a problem, the possibility of furthering supervision in North Carolina. As yet, however, no definite plan has been worked out or adopted, and for this reason it would be impossible at this time to assist Craven County to meet its supervisory needs.

I remember Craven County very well, and if any general program should be adopted, I am sure Mr. Allen will be glad to consider the claims of Craven County.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

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Bd mail Carded
Entered
MSD

Superintendent of Public Instruction
State of North Carolina
Raleigh

January 15th, 1924.

#2.....Dr. W. R.

Dr. Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Sir:—

The matter of making comprehensive county wide plans for the organization of the county system of rural schools in North Carolina is, in my opinion, the most pressing question before the State Department of Education. Consolidation of schools has gone forward very rapidly in a number of counties, but has not gone forward wisely in all cases. There has been a tendency in North Carolina, working on the old local tax idea, to run a line around the territory in which the greatest amount of wealth is concentrated, to vote a special tax for building and maintenance, and establish a consolidated school. Some times a number of these units have been established in a number of counties in such a way that all the children of the county can not be properly cared for without going to great inconvenience and adding a large amount of additional costs.

The Legislature that convened in the winter of 1923 provided that no further consolidations should take place in North Carolina until the county boards of education had prepared and adopted a county wide plan of organization broad enough in scope to take care of all the children in the county, both black and white on equal terms. This part of the law is Section 73a in the new school law, a copy of which I am sending you under separate cover.

The law places the authority for the reorganization of a county system of schools within the hands of the county board of education to be acted upon under the advice and counsel of the county superintendent of schools. Many of

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2.....Dr. W. R.

our superintendents are not experts in county wide planning, and the pressure from influential men in the various districts in the counties is so great in many instances that the county superintendent is unable to withstand the onslaught of this political influence. If these counties can have the service of an expert in county wide planning. they are very grateful for this additional support.

Furthermore, the people in the counties are becoming very impatient and are demanding that these consolidations take place now. The county superintendents are unable to withstand this demand very much longer. About forty counties in the State have asked the State Department of Education for assistance in laying out county wide plans for the various counties. All the members of our department have other duties to perform and can only give a part of their time to this work. We have organized within our department a Board of County Wide Planning, and the various members of this Board go out into the counties and assist. But we have not been able to keep up with this work.

Dr. George Howard, Jr., the Director of School Organization, is giving most of his time at present to this work. He has just completed a preliminary survey in Lincoln County, and the department is printing this report for the benefit of the other superintendents in the State.

Mr. L. C. Brogden, Supervisor of Elementary Education, has just completed an extensive study of the condition of the rural schools in Lenoir County and has recommended a plan of reorganization to the county board of education of that county. We will also print this bulletin as representing a fine cross section of rural school conditions in North Carolina.

Miss Elizabeth Kelly, of the Department of Education, is working in Haywood County and has almost completed her survey. In all three of these counties we hope to go to a vote this spring on the matter of voting a county wide tax for the support of a minimum school term of eight months in all the schools of the counties.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#3...Dr. W. R.

We estimate that Dr. Howard can complete the work in six counties in the year 1924; Mr. Brogden in four counties; Miss Kelly in three counties; and Mr. Blair, Mr. Highsmith, and Mr. Edmonson in one each. This will care for fifteen counties. Unless we meet this situation immediately and give the counties expert advice which they need, they are going ahead with their own plans of consolidation, and I fear in many cases will be unwise plans. We are just now at the most plastic state in the reorganization. The county boards of education are anxious for it, the people are determined to have it, and I should like to be able to furnish them with expert advice and help that they need and as rapidly as they need it, so that the reorganization that is taking place may be planned scientifically and in such a way as to hold the greatest promise for the future.

I wondered if the General Education Board would not be interested in giving us a whole-time man to work out from this office on this most vital question for a year or a year and a half. I had thought that we might find some one at either Chicago, Columbia, or Peabody who is just about to complete his Doctor's degree, who has had wide experience in rural education that would be willing to go into this work for this time, although it does not hold any promise of being permanent. If the General Education Board is interested in this matter, I should like very much to go to New York during the first or second week in February, or the last week in Januzry, and present this matter. In my judgment, if we do not get the expert advice to these counties and county boards of education within the next two years the matter will be fixed in sudh shape that it will not be possible to remedy the faults for a number of years.

Thanking you for this consideration, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

January 22, 1924

Superintendent A.T.Allen
State Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Allen:

Yours of the fifteenth to Dr. Rose requesting coOperation in financing your work in county planning has been handed to me in Dr. Rose's absence abroad. The matter will be brought to the attention of our Board at its meeting in February. Meanwhile it will not be necessary for you to come East to discuss the subject, inasmuch as Dr. Bachman will be in North Carolina shortly. He will talk the matter over with you and write us the substance of the interview.

With all good wishes,

Sincerely yours,

ABRAHAM FLEXNER

AF:ESB

NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 6, 1924

Dr. Abraham Flexner,
General Education Board.
61 Broadway,
New York City.

Dear Dr. Flexner:--

I have gone over with Superintendent Allen the question relating to plans of county school organization. The development of appropriate county plans is unquestionably the major work of the Department at this time. Requests from county boards of education are coming to the office daily for assistance from the State Department.

The entire State Department is turning its hand to this work, but cannot meet the pressing demands. So far as rendering assistance is concerned, the real difficulty is to secure the right man for a year and a half. For many reasons the man ought to be acquainted with North Carolina conditions, so that he can immediately go into the field and begin work.

Mr. Allen is trying to secure the services of Dr. Trabue of the University, and will know within a day or two whether the University will comply with his request. Failing to get Mr. Trabue, Mr. Allen will seek to get Dr. Proctor of Trinity College. Dr. Proctor is one of the men who attended Harvard two years ago on one of our scholarships. Mr. Allen feels confident that he can get one or the other of these men to help him. If he can do this, I am sure $10,000 spent on this work in North Carolina will bear abundant fruits.

Yours very sincerely,

Frank P. Bachman
R.

NC 252

SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N. C.

BUREAU OF EDUCATIONAL RESEARCH

M. R. TRABUE, DIRECTOR
ADA D. VIELE, ASSISTANT

February 13, 1924.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Copy forwarded to Dr. Bachman
at Hermitage Hotel, Nashville,
Feb. 15, 1924

My dear Dr. Bachman:

I had a conference yesterday with Mr. Allen regarding the county surveys. My experience in connection with surveys conducted by the department of educational administration at Columbia University and my more recent experience in this state convince me that there are so many common elements in these situations that it would not be economical for me to spend a year in studying ten counties. What I should like to do would be to have assigned to me about three capable young fellows with good statistical and educational training who might act as agents in my absence.

I might take one of these men to a county; talk over the plan and purpose of the work with the county board of education and the public; set the youngster to work copying data from the records in the court house, examining the roads and schools, and correcting county maps; and then leave him to drive the Ford and gather all the information as I want it. I could later come back to him, take the data he had collected, drive about to the salient points in the county with him, study the relationships among the facts collected, form a plan, and present it to the public and to the board. I am sure those who know me will not accuse me of being in any way inclined to shirk detail work, but I do feel that it would be a waste of my time to drive over every country road myself, visit every little school myself, and get every item of information myself. My thought is that instead of gathering information about ten counties, I might as well make plans for thirty or more counties while I am at it.

From the point of view of carrying conviction to the local unit, I feel certain that people would be more inclined to listen to the "expert" from the University who came in for a few days and told them things about their situation which they themselves had never learned and outlined a plan to them which was based on facts and carried conviction than they would to listen to some young fellow like me who spent a month jogging around on their country roads, eating cheese and crackers in their country stores, and sitting around the court house copying figures like a clerk. It is not at all that I wish to avoid work, but merely that I want to do the type of service which would justify the payment of my salary. I am not particularly expert as a chauffeur or as a copyist. I hope that your board can see my point and allow me to have three or four field agents, who might be secured for perhaps $2500 each.

Dr. Frank P. Bachman,
General Education Board,
New York City.

Assuring you of my interest in the work, I am

Yours sincerely,

M. R. Trabue

MRT:V

February 23, 1924

Dr. M. R. Trabue
University of North Carolina
Chapel Hill, North Carolina

Dear Dr. Trabue:

I am at the office unexpectedly for a day or two, and have before me your letter of the 13th, as well as one from Superintendent Allen dated the 15th.

I think there are some advantages in the plan you propose, but I also think that you are underestimating the importance of definite, concrete contact with the situation, and somewhat overlooking the fact that the acceptance and execution of a plan for the consolidation of a county depend on the proper adjustment of a few critical difficulties. Such difficulties can best be adjusted after close personal contact with the situation. As I understand it, the biggest part of Mr. Allen's program is getting these various county plans before the people and getting the county boards of education

and county superintendents behind them, and the accomplishment of this will depend on a large amount of direct, personal work. Therefore, I am inclined to agree with Superintendent Allen that the plan originally proposed by him to you is the best one to follow.

With warm personal regards, I am

Sincerely yours,

FRANK P. BACHMAN

FPB:T

A

NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 15, 1924.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Sir:--

Since receiving your letter relative to a grant from your Board for a man in this office to do county wide planning, I have interviewed Dr. M. R. Trabue of the University of North Carolina, and Dr. E. W. Knight of the University of North Carolina, and both of these men are interested in the proposition.

I have in mind also Dr. A. M. Proctor of Trinity College, who received his Doctor's degree at Columbia University last year, and Dr. L. A. Williams, who was at the University of North Carolina for a long time and who has been at the University of California for two years. I understand that he would like to come back to North Carolina. I feel that we can secure a man of this type to go into the work if your Board finds it convenient to make the grant.

The pressure from the county boards of education on this department for assistance is increasing all the time, and we are less and less able to meet the demands. Some of the counties have broken away from us already and are going ahead with plans that are not very promising. I thought I would call your attention to these matters in connection with the work we have under discussion.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. F. F.

Thanking you for many courtesies, and with every good wish, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

NC252

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 15, 1924.

Dr. F. P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

Since you were here I have interviewed Dr. M. R. Trabue relative to the work that we had in mind. He is very much interested in it but wants to work on another scheme and merely direct it, having two or three assistants to do the field work. My feeling about the matter is that we must have in the field a fine upstanding man who is familiar with the whole system of schools of North Carolina and is able at all times to meet all objections that may arise. That is, while this survey or plan is being made in a county it is necessary for this fellow to be on the ground a lot of the time and to be able to defend what he is doing, that is, the biggest task he can do is not to present merely a mechanical plan, but to educate the superintendent, county board of education, county commissioners and influential patrons to the idea of a well organized school system on a big basis.

I have also interviewed Dr. E. W. Knight of Chapel Hill relative to this matter, and he would be glad to undertake it.

I have in mind also Dr. A. M. Proctor of Trinity College. I have learned also that Dr. L. A. Williams, who used to be at the University of North Carolina but has been at the University of California for two years, would be glad to come back to this State and undertake this kind of work. I do not think

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2. Dr. F. P. B.

there will be any trouble in securing the right type of man, in case the Board may see fit to undertake this work.

A number of people have spoken to me about scholarships that I failed to get in touch with on the day you were here. They are making it a bit uncomfortable for me just now. But I did the best I knew and I think you saw the most likely candidates.

With every good wish, I am

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

February 23, 1924

Hon. A. T. Allen
State Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Allen:

I am unexpectedly back in the office for a couple of days, and have before me your letter of the 15th, and also a letter from Dr. Trabue dated the 13th.

There are some advantages on the side of Dr. Trabue's plan, but I am in thorough accord with you - that a proper plan for the consolidation of a county is not the whole thing, but that getting this plan before the people, getting them to appreciate what it is, and getting the county board of education and the county superintendent thoroughly behind it is probably the most important part of the work. Therefore, I think the plan of work that we talked over is the one to follow.

The Board meets next week and the question of making an appropriation will be considered at that time. I do not know what will be done, but I think

you can go forward with considerable confidence in trying to get a good man to do this work.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

February 29, 1924

Mr. A. T. Allen
State Superintendent of Public
Instruction in North Carolina
Raleigh, North Carolina

Dear Superintendent Allen:

At a meeting of the General Education Board held February 28 the officers presented your communication dated January 15, 1924, requesting an appropriation of $10,000 for the purpose of enabling the State Department to procure additional help in caring for the work of county school consolidation. The appropriation was made, and the officers of the Board will be glad to confer with you directly, or to have you confer with Dr. Bachman, in reference to the manner in which this sum is to be expended.

Very truly yours,

ABRAHAM FLEXNER

AF:EB

Ar C 252

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

March 4, 1924.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:--

I have your letter of February 29th in which you notify me that your Board has made an appropriation of $10,000 to the State Department of Education in order to facilitate the work in county school consolidation.

I am under great obligation to your Board for this help, and I will take the matter up with Dr. Bachman at once as to what procedure to take. I want to spend this money so as to secure the greatest possible advantage to the State of North Carolina from it.

I am,

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

March 4,1924.

Dr. F. P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

I am in receipt of a letter from Dr. Flexner in which he notifies me that the General Education Board has made an appropriation of $10,000 for the county wide planning work in North Carolina. He suggested in this letter that I should consult with you relative to the general plan for expending this money.

Dr. Trabue would be willing to come for four days in the week, keeping two days for the University service. This would not be in accordance with the proposition which I made to the General Education Board, and I do not feel that we could undertake something not in accordance with the general request. I have not taken this matter up with Proctor yet, but I will do so as soon as I get a definite answer from Trabue.

I would be glad, if you think it wise, to go on to New York to see you about the 24th or 25. I am tied up practically all the time from now until then.

With every good wish, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

March 15, 1924.

Dr. F. B. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

I have your letter of March 11.

Dr. Trabue is willing to work on the specifications set forth in his letter, giving us four days in the week. I told him that I could not agree to that proposition as it seemed to be necessary to have a whole-time man. He is still debating the matter, and it is barely possible that he will later undertake the work.

In the meantime, I have been thinking about Mr. A. M. Proctor of Trinity College, who has served a number of years as Superintendent of the Roanoke Rapids Schools and as County Superintendent of Wayne County, and, as you know, secured his Doctor's degree last summer. He is very much interested in this.

The next man I have in mind is Mr. M. L. Wright, County Superintendent of Beaufort County, whom you interviewed relative to a scholarship.

The fourth man is Mr. L. L. Lohr, who is now at the Cullowhee Normal School. He has been a high school principal and worked in the

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. F. P. B.

country,and has been dealing with the high school situation for a year inthe mountains and has just completed a very comprehensive survey of Jackson County.

This is about the order in which I would place these men as being available for this work.

I can go to New York about the first of April. If you will let me know the time you are planning to be there, I shall make it suit to be in New York at that time.

I am,

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

March 21, 1924

Hon. A. T. Allen
State Department of Public Instruction
Raleigh, North Carolina

My dear Mr. Allen:

Your letter of the 15th in reply to a letter from Dr. Bachman dated the 11th has been received.

Dr. Bachman now definitely plans to be here on Monday, the 31st of March. How long he will remain I do not know. I am telegraphing him today at Indianapolis to send you a definite date for a conference.

Sincerely yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 30, 1924.

Dr. F. P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

Relative to the employment of a man to carry out the work in county wide planning, which the General Education Board so magnanimously agreed to support, I have come to the conclusion that Mr. A. M. Proctor, Trinity College, would probably be the best man we could find in the State to take over this work. Mr. Proctor is very much interested in it, and I have spoken to President Few and he is willing to release Mr. Proctor for a year or year and a half, in order that the work may be completed.

I am suggesting a salary of $4,000 a year. It may be necessary to pay $4,500, but I am inclined to think that would bring about a considerable disturbance in our own office, if we place him so far ahead of the other members of the department.

I should like to provide ten cents a mile, in case he furnishes his own automobile. The State Department allows only seven cents a mile to its members who travel in their own machines, but most of them travel from point to point, that is a long distance over good roads, while this man would necessarily have to travel to short points in counties, and in many instances over bad roads.

I think also that we should make an allowance for him to employ certain clerical and stenographic help while he is in the field. We shall be glad to furnish an office here in Raleigh with stenographic and clerical help, but the facts that he has to deal with are to be found in the county superintendents' office, and it will be necessary, in order to expedite matters, for him to have some help

Superintendent of Public Instruction
State of North Carolina
Raleigh

occasionally in tabulating and collecting these facts. On this basis, it would figure out about as follows:

Salary for a year and a half	$6,000
Traveling expenses for a year and a half	2,700
Clerical and stenographic help in the field	1,000
Total	$9,700

If we increase the salary, of course, to $4,500, it would more than cover the allotment.

If this general scheme meets with your approval, I shall go ahead and employ Mr. Proctor to begin as early as possible on this work.

With every good wish, I am

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

May 5, 1924

Hon. A. T. Allen
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Mr. Allen:

Permit me to say that the arrangements you have made, as set forth in your letter of April 30th, for the expenditure of the $10,000 appropriated by the General Education Board to assist in developing county plans of school organization are satisfactory to the officers of the Board.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

G. E.B. 9-2-24 NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED SEP 2 1924 GENERAL EDUCATION BOARD

August 26, 1924.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:—

In your letter of February 29th you notified me that the General Education Board at a meeting held on February 28th had made an appropriation of $10,000 to the State Department of Public Instruction for additional help in caring for the work of county school consolidation.

We had some difficulty in securing a man with the proper training and ability to do this work. I took the matter up with Dr. F. P. Bachman and we agreed on Mr. A. M. Proctor, who secured a year's leave of absence from Trinity College but could not go to work until August first of this year. Mr. Proctor began work on August first, and his first salary check is about due.

If you would cause your treasurer to send us the first installment of this fund we would greatly appreciate it. This fund was secured on the idea that the work would continue about a year and a half. If you send something like one-sixth of it for the quarter it would about meet our needs, I think.

Again thanking you for your consideration in this matter, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

G. E. B. 9-2-24 NC 252

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED SEP 2 1924 GENERAL EDUCATION BOARD

August 26, 1924.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:—

In your letter of February 29th you notified me that the General Education Board at a meeting held on February 28th had made an appropriation of $10,000 to the State Department of Public Instruction for additional help in caring for the work of county school consolidation.

We had some difficulty in securing a man with the proper training and ability to do this work. I took the matter up with Dr. F. P. Bachman and we agreed on Mr. A. M. Proctor, who secured a year's leave of absence from Trinity College but could not go to work until August first of this year. Mr. Proctor began work on August first, and his first salary check is about due.

If you would cause your treasurer to send us the first installment of this fund we would greatly appreciate it. This fund was secured on the idea that the work would continue about a year and a half. If you send something like one-sixth of it for the quarter it would about meet our needs, I think.

Again thanking you for your consideration in this matter, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

September 5, 1924

My dear Superintendent Allen:

I desire to acknowledge your letter of August 26th, addressed to Doctor Plexner, requesting a payment on account of the Board's appropriation of $10,000 to the State Department of Public Instruction for additional help in caring for the work of county school consolidation. Our Auditor will send a remittance promptly.

Very truly yours,

Assistant Secretary

Superintendent A. T. Allen
State Superintendent Public Instruction
Raleigh
North Carolina

WWB-L

NC 252

F. P. B. JUL 27 1925

Superintendent of Public Instruction
State of North Carolina
Raleigh

July 25, 1925.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Sir:—

I am enclosing herewith a statement of the funds received from the General Education Board for county wide planning and for the salary and expenses of Mr. A. M. Proctor.

The matter of county wide planning has about passed out as we have answered the calls for the present. Different members of our force have worked in between fifty and sixty counties and we have on file in this office a great mass of detailed information relative to a great number of these counties. I think the work done by Mr. Proctor has been of the very highest type, and I hope to be able to print one or two of his surveys and plans.

I wondered if the remaining amount of this fund - about $4,000.00 - could not be made available for next year in the same general line of work in the organization of the large new rural consolidated schools that are going up. Miss Southall, who has been in our department, is now enjoying the benefits of a scholarship from your Board, and I should like very much to have her services in this department for another year, beginning July 1, 1926, if this fund could be made available for that purpose.

I am,

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

P. S. Mr. Douglas will send your business office the financial statement relative to this work.

A. T. A.

August 20, 1926.

My dear Superintendent Allen:-

This is in reply to your letter of July 26, 1926. While we appreciate the importance of the work you suggest, it is contrary to the policy of the Board to transfer an appropriation for one type of work to an entirely different piece of work, and therefore, it would be impossible for us to grant your request.

Sincerely yours,

Superintendent A. F. Allen,
State Department of Education,
Raleigh, North Carolina.

FFB/MHB

NC-252

State of North Carolina
Superintendent of Public Instruction
Raleigh

F. F. B. OCT 29 1927
FILING DEPT.

October 27, 1927.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:-

I have your letter of October 24th, relative to the balance of $3,650, which now remains of the $10,000 appropriated in February 1924 to make county surveys.

I am attaching hereto a financial statement of the condition of this fund in our office which shows that we now have on hand a balance of $164.02, which we have not paid out.

Our Mr. Proctor on October 14th, filed his bills totaling $423.96. We need, therefore, to complete our payments to Mr. Proctor $259.94, which together with the surplus now in the treasury would square our account. Mr. Proctor, however, is now engaged in work in Cabarrus County and the work in Brunswick and Halifax counties is not yet complete. I estimate that it will take approximately $500 from now until the 1st of January 1928, to pay Mr. Proctor for the work which he is now engaged in. His work in Catawba County resulted in the establishment of probably the biggest consolidation in North Carolina and their county-wide plan is on the margin of being supported by county-wide tax.

This arrangement with Mr. Proctor has been very satisfactory indeed, because it has enabled us to send someone to counties and give aid which we would not otherwise have been able to give. Of course I understand that this appropriation was to be used within a period of two years, but the demand run out and it was not possible to keep a man busy all of the time and Mr. Proctor went back to his work at Duke University, but at odd times he has been going out at $10.00 a day and expenses and has been a great help to this Department. Of course I understand the General Education Board would be entirely within its rights to throw back the $3,650 into its general treasury for re-appropriation, but I should like, if it is possible, for some of it to be held out so we can go on for next year with Mr. Proctor as we have been doing for the last year or two. I estimate that it will take approximately $1000 to meet the calls that will be made upon him next year.

State of North Carolina
Superintendent of Public Instruction
Raleigh

#2

Mr. Douglas will send to your auditor a financial statement and the itemized statements of the expenditure as submitted by Mr. Proctor himself.

With sincerest good wishes, I am,

Very truly yours,

A. T. Allen

ATA:R

A. T. Allen
State Superintendent of Public Instruction.

NC-252

October 24, 1927

Dear Superintendent Allen:

It appears from our records that there is $3,650 remaining from the $10,000 appropriated in February, 1924, to make county surveys. It also appears that there has been no expenditure from this fund since last May. Our Auditor asks whether the balance in this fund may be lapsed. Will you please let me know whether this work is finished, and whether you approve lapsing the remainder of the appropriation?

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh
North Carolina

FPB:T

NC-252

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State of North Carolina
Superintendent of Public Instruction
Raleigh

October 31, 1927.

Mr. Ernest A. Buttrick, Auditor,
General Education Board,
61 Broadway, New York City.

Dear Mr. Buttrick:

On October 27, 1927, Mr. Allen wrote to Doctor Bachman in regard to the General Education Board appropriation for county surveys, especially in regard to Mr. A. M. Proctor's expense account.

I am inclosing a statement of the appropriation for the school year 1926-1927. Detailed statements are inclosed for each item which appears in the summary. As Mr. Allen stated in his letter, an additional amount of $259.94 is needed to meet the total expenditures made by Mr. Proctor up to June 30, 1927.

Very truly yours,

C. D. Douglas,
Director of Finance.

Inclosure.

NC-252

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State of North Carolina
Superintendent of Public Instruction
Raleigh

October 31, 1927

N.C. School Commission
Appeals

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Sir:

I have your letter of October 29th. I am delighted to know that our $3,650 will not lapse. If we can have this over a period of two years more I think we we can make splendid use of it.

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-252

October 29, 1927

Dear Mr. Allen:

This is in reply to your letter of October 27th. The $3,650 which remains in the appropriation for county surveys will not be allowed to lapse, and you can therefore go forward with the plans you have in mind.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:T

NC-252

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 10, 1930

Mr. Jackson Davis
804 Grace American Building
Richmond, Va.

Dear Mr. Davis:

In 1924 the General Education Board made an appropriation of $10,000 to this department to aid in the matter of county-wide planning. Dr. A.M. Proctor was borrowed from Duke University for a year and gave his whole time to this enterprize. At the close of that year there was not sufficient work in the counties to justify retaining Mr. Proctor for his whole time. Since that time he has been sent out upon call at $10.00 a day and expenses.

A year or two ago the General Education Board notified me that the unexpended balance of this appropriation had been returned to the general fund. Upon my request, it was left out and I was permitted to go ahead and continue to employ Mr. Proctor from time to time upon the urgent request from counties for aid in this matter. According to our records we have expended from this fund as follows:

1924-25		$5,604.50
1925-26		581.48
1926-27		274.21
1927-28		370.25
1928-29		603.14
1929-30		296.53
	Total	$7,730.11

There is still an unexpended balance of a little over $2,000. I have a number of urgent calls for work this spring as counties that heretofore have not been aroused are apparently desirous of beginning to do something at this time. I should like very much to employ Mr. Proctor for these tasks at the rate of $10.00 a day and his necessary expenses in order to give assistance to these counties which are making demands upon me. Will this money be available still for this purpose?

Thanking you for the many courtesies of your Board, and with sincerest good wishes, I am

Very truly yours,

A.T. Allen
State Superintendent Public Instruction

NC-252

W.W.B. JAN 13 1930

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

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JACKSON DAVIS
Assistant Director of Education
804 Grace American Building
Fourth and Grace, Richmond, Va.

January 11, 1930

Mr. W. W. Brierley,
General Education Board,
61 Broadway, New York City

Dear Mr. Brierley:- 1/16/30

I enclose a letter from State Superintendent Allen regarding our appropriation for the study of county school systems in North Carolina. Is the unexpended balance of this fund still available, and if so, do you approve Mr. Allen's using it as requested in this letter?

Sincerely yours,

Jackson Davis

ENC.

I am sending a copy of Allen's letter to Favrot.

NC-252

January 18, 1930

Dear Mr. Davis:

I have reviewed the correspondence with Superintendent Allen covering the Board's appropriation of $10,000 to assist in developing county plans of school organization in North Carolina. The appropriation was made February 28, 1924. In a letter dated April 30, 1924, Mr. Allen states that President Few of Trinity College was prepared to release Mr. A.M. Proctor for a year or a year and a half for the work under consideration. On July 25, 1925, Mr. Allen inquired if the remainder of the Board's appropriation might not be made available for another year "in the same general line of work in the organization of the large new rural consolidated schools that are going up." Mr. Allen suggested that Miss Southall, a member of his staff, be used for this work. Doctor Bachman replied that it was contrary to the policy of the Board to transfer an appropriation for one type of work to an entirely different piece of work.

On October 31, 1927, Mr. Allen wrote, "I am delighted to know that our $3,650 will not lapse; if we can have this over a period of two years more, I think we can make splendid use of it."

Mr. Flexner's letter of commitment did not indicate a final date when the appropriation would terminate. From the correspondence it would not appear that the Board had in mind allowing this appropriation to run for a long period of years.

In light of the circumstances recited, do you deem it advisable to allow additional time on this grant? In any event, I think it is important that we have an understanding with Superintendent Allen as to the final date when any unpaid portion of the Board's appropriation shall be allowed to lapse.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
Marion Hotel
Little Rock, Arkansas

WWB:KEO

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Eq ✓

NC-252

February 8, 1930

Hon. A. T. Allen,
State Superintendent of Public Instruction,
Raleigh, North Carolina

Dear Mr. Allen:-

Before I left on a long trip in the Southwest, I wrote Mr. Brierley about your request for using the balance of the Board's appropriation for developing county plans of school organization in North Carolina. This appropriation was made February 28, 1924. It would be a little unusual to permit an appropriation to continue indefinitely, and Mr. Favrot has been asked to confer with you at his convenience and yours, regarding your plans for this work. Favrot and I have just returned from a three weeks' trip, so you will understand the delay. We shall both be in Atlantic City and I hope we shall see you there.

With best wishes,

Sincerely yours,

JD-W (Signed) Jackson Davis

CC to Mr. W. W. Brierley
Mr. Leo M. Favrot

NC-252

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 4, 1930

Mr. Jackson Davis
804 Grace-American Building
Richmond, Va.

Dear Mr. Davis:

While in Atlantic City I discussed for a moment with you, and for a longer time with Mr. Favrot, the question of our continuing the appropriation of $10,000 which was made by the General Education Board to do county-wide planning. There is still an unexpended balance of a little over $2,000. Mr. A.M. Proctor has done all of the work in connection with this fund, having spent one whole year in our office and having also done part time work in a number of counties. Quite a number of counties are now asking for the services of Mr. Proctor, and I should like very much to have the opportunity to draw from this fund until December 31, 1930. At that time I shall be willing for the unexpended balance to be returned and the appropriation account closed.

OK
GA.

Thanking you for many courtesies, I am

Very sincerely yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-252

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 4, 1930

Mr. Jackson Davis
804 Grace-American Building
Richmond, Va.

Dear Mr. Davis:

While in Atlantic City I discussed for a moment with you, and for a longer time with Mr. Favrot, the question of our continuing the appropriation of $10,000 which was made by the General Education Board to do county-wide planning. There is still an unexpended balance of a little over $2,000. Mr. A.M. Proctor has done all of the work in connection with this fund, having spent one whole year in our office and having also done part time work in a number of counties. Quite a number of counties are now asking for the services of Mr. Proctor, and I should like very much to have the opportunity to draw from this fund until December 31, 1930. At that time I shall be willing for the unexpended balance to be returned and the appropriation account closed.

OK
A.

Thanking you for many courtesies, I am

Very sincerely yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-252

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

	W.W.B. MAR 11 1930			O
	MAILING DEPT.			March 10, 1930

JACKSON DAVIS
Assistant Director of Education
804 Grace American Building
Fourth and Grace, Richmond, Va.

Mr. W. W. Brierley,
General Education Board,
61 Broadway, New York City

Dear Brierley:- 3/4/30

The enclosed is self-explanatory.

I approve granting Mr. Allen's request. I am asking Favrot to write you whether or not he approves.

Sincerely yours,

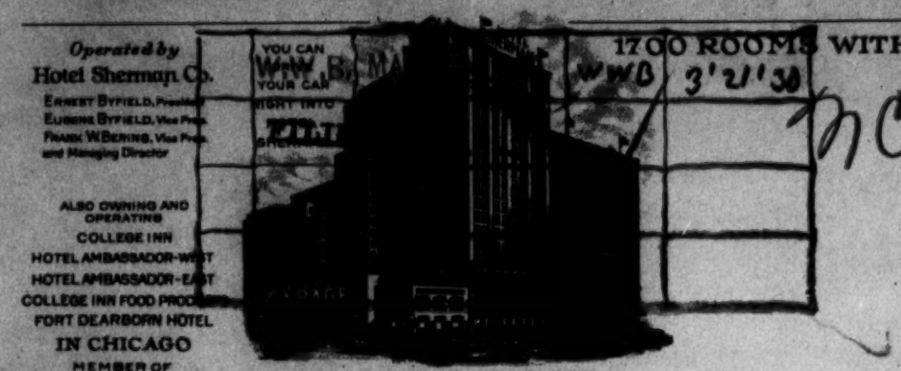
Jackson Davis

Will you please write Allen after you hear from LMF?

JD-W
ENC.

JD.

HOTEL SHERMAN CHICAGO



NC-252

March 16, 1930.

Dear Mr. Brierley:- 3/4/30

The attached letter from Supt. A. J. Allen of North Carolina asking permission to use the suspended balance of a $10,000 appropriation for county studies, and setting a time limit during which this appropriation may be used, has been approved by Mr. Davis and me.

Very cordially,

Leon M. Stanwood.

NC-25r

March 21, 1930.

My dear Mr. Allen:-

Mr. Davis has forwarded me your letter of March 4th, requesting permission to use a portion of the Board's appropriation made several years ago for county wide planning in connection with the work being carried on by Mr. Proctor. The officers approve of your drawing upon the unexpended balance for such sums as are needed up to and including December 31, 1930. You will understand that any unexpended balance of this appropriation on that date will automatically lapse.

Very truly yours,

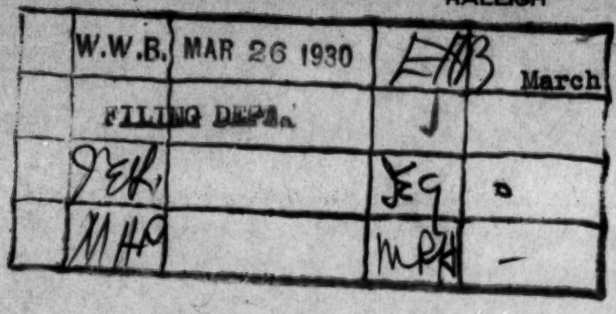
W. W. BRIERLEY

Honorable A. T. Allen,
State Department of Education,
Raleigh, North Carolina.

WWB/CMC

NC-252

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH



March 24, 1930

Mr. W.W. Brierley
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

I have your letter of March 21st relative to the extension of time on the appropriation made by your Board for county-wide planning in North Carolina. Mr. Proctor will do some work for us this summer.

I appreciate very much the willingness of your Board to extend the time of this appropriation. My understanding is that all of the unexpended balance of the appropriation will lapse into the general fund on January 1, 1931.

Thanking you for this courtesy, I am

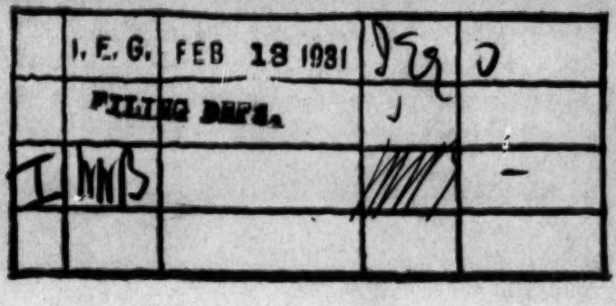
Very truly yours,

A.T. Allen
State Superintendent Public Instruction

NC-252

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

February 12, 1931



Miss Irene Golden
General Education Board
61 Broadway
New York City

Dear Miss Golden:

I have your letter of February 10th relative to Mr. Proctor's expense account. It was the general understanding that this fund would lapse as of December 31, 1930. I shall be very glad to forward Mr. Proctor a check when it arrives. I appreciate very much the generosity of the Board in allowing this expense account even after the date of lapsing, although the work was done prior to the date on which it closed.

With sincerest good wishes, I am

Very truly yours,

A.T. Allen
State Superintendent Public Instruction

NC 253 Division of Information and Statistics 1924-1933

Box 119 Folder 1081

NC253

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 30, 1924.

Dr. Wickliffe Rose,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Rose:--

One of the most difficult tasks confronting me as State Superintendent of Public Instruction is to interpret to the people of the State the statistics relative to public education in North Carolina now on file in this office. We have collected a great body of facts relative to the schools, but they have not been arranged in such a way that the people can appreciate and understand them. It requires all the time of our help in the office to keep up with the regular routine affairs that come up and to distribute the various funds at the disposal of the State. It will require a very highly trained man to do the work that I have in mind. It will also be necessary to relieve this man from any other routine duties if he is to accomplish this task.

We are constantly receiving inquiries from the people of the State bearing on certain phases of the school work, and we are not able to answer the inquiries without a rearrangement of the facts and figures on file. I think it is very important to keep the people informed by figures and facts, readily understandable, if we are to build a great system of public education in the State.

At present there are four lines of work in which this man, it seems to me, can profitably engage:

1. The arrangement and interpretation of facts already collected in this office.

2. The collection of facts showing whether or not rural supervision adds to the efficiency of instruction.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. W. R.

3. The collection and interpretation of facts relative to the size of the elementary rural school that we should build if we are to offer standard elementary instruction to the children of the State.

4. The devising of a comprehensive scheme by which the efficiency of a county school system could be measured and compared with the efficiency of the school systems as a whole in the other counties of the State.

It seems to me that these are fundamental things, and that we ought to be able to present to the Legislature next winter these facts, so that the Legislature could more intelligently provide the machinery under which needed improvements could be carried out.

If this idea commends itself favorably to your consideration, I think the work could be carried on with the following funds:

Salary.....	$4,500
Expenses.....	1,500
Total.....	$6,000

We have no money available from the State appropriations with which to carry on this work.

With every good wish, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

May 2, 1924

Hon. A. T. Allen
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Mr. Allen:

We are in receipt of your two letters of April 30th, one requesting $8,000 for the employment of two high school advisers, the other requesting $6,000 for the establishment of a school service division in your department. These two requests will be presented to the General Education Board at its meeting May 22nd.

Sincerely yours,

Wickliffe Rose

FPB:T

NC253

Superintendent of Public Instruction
State of North Carolina
Raleigh

October 2, 1924.

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Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

I am enclosing herewith the first and second numbers of our little paper - "State School Facts." I hope you will have time to glance at it.

I wonder if the information which you are tabulating about the high schools in North Carolina is about ready. I am very much interested in this, of course, as you know.

I am right now at the place where I must prepare the budget for the next two years and present it to the Budget Commission within the next few days. I am hesitating about asking the Legislature to supply us with a statistician to give all of his time to the interpretation and arrangement of the various facts which we have on file in this office. If you remember, I made an appeal to the General Education Board to help us out along this line and it did not see fit at that time to grant my request. I feel the need of such a man now more keenly than heretofore in connection with our little paper, because it is necessary to get these facts into presentable shape. I wonder if the General Education Board would be interested in this matter at this time.

Thanking you for many courtesies, and with every good wish, I am

Yours very sincerely,

A. T. Allen,
State Superintendent Public Instruction.

October 8, 1924

Dear Allen:

I think it will be best for you to include in your budget a request for an amount sufficient to establish an up-to-date division of school service. There can be no question about the need and value of such a division.

Let me know how you come out.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC253

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 22, 1925.

	F. P. B.	APR 24 1925		

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

The one lasting impression made upon me by the attitude and reactions of the members of the last General Assembly was the fact that this department had somehow failed to get before them the basic facts concerning the development of public education in North Carolina. This information, or much of it at least, was on file in our office, but we had failed to get it into understandable form or into intelligible shape. This mass of undigested data should be translated into the language of the average man of affairs so he can understand what is going on and appreciate the pressing needs in the field of education. That, to my mind, is one of the outstanding failures of this department and a need that must be made more intelligible somehow before the next General Assembly convenes if we are to expect favorable and progressive legislation along these lines.

We at this time have no one whom we can release from his administrative duties to perform this task and no funds with which to employ additional help.

Moreover, the last General Assembly authorized the Governor to appoint an Educational Commission of twelve members to look into the educational situation of North Carolina and to report its findings, together with a suggested program, to the next meeting of the Legislature. This commission will have authority to appoint a secretary outside of its membership.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. F. P. B.

I hope to keep our department in the closest possible touch with the work of this commission and to get before it, if possible, the proper information in such shape that it will readily comprehend the needs of public education and make sane and helpful recommendations. Such a commission can be of great service to the State if we can get before it a comprehensive statement of our educational shortcomings and our educational needs.

One of the items upon which we must collect data and focus attention is the status of teaching in the elementary schools of North Carolina and what can be done to improve it, either by the better preparation of teachers in definite teacher training institutions or otherwise.

My thought is that a highly trained, level-headed person at the head of a division of information and statistics might by a joint arrangement with this commission, by its secretary, or if not its secretary, the basic source of information. It will take a person of training and experience who is familiar with school conditions in North Carolina to do this task acceptably.

I wonder if your board would be interested in enabling us to set up such a division in this department. In case you should be interested, I am of the opinion that it ought to be on a four year basis, as it will, in my judgment, take four years for such a division to reach its maximum efficiency and to demonstrate clearly its usefulness. Furthermore, it would be difficult to get a man to quit a job and undertake this work unless it was to last over a considerable period of time.

I estimate that to secure the services of the proper person for this work it would take a salary of from $4500.00 to $5000.00 a year. In addition to the head of the division there should be a very efficient clerk and stenographer with a salary of about $1800.00. Perhaps there should be some allowance for traveling expenses and incidentals. This would

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Dr. F. P. B.

be tabulated as follows:

Salary.....	$4,500 to $5,000
Secretary.....	1,800
Incidentals.....	700
Total.....	$7,500

4 ~~30~~ 000.

In case your Board should see its way clear ~~to make this~~ appropriation, I believe we could use it to great advantage at this time for the development of public education in North Carolina.

With every good wish, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

NC-253

June 2, 1925.

My dear Mr. Allen:-

At a meeting of the General Education Board held May 28, 1925, the officers presented your letter of April 22nd, requesting an appropriation from the Board for the support over a period of four years of a Division of Information and School Service, to be established in connection with your department.

I am happy to advise you that the Board authorized its executive officers in their discretion to commit the Board to an appropriation to the State Department of Public Instruction of North Carolina of a sum not to exceed Thirty thousand Dollars ($30,000) for the establishment and maintenance of a Division of Information and School Service, extending over a period of four years, beginning on or about July 1, 1925. As you will observe, this will make available for each of the four years a sum not to exceed $7,500.

The officers will be glad to confer with you at the proper time regarding the appointment of a Director of this Division, and when financial arrangements have been matured, the officers will be in position to advise you of the precise amount which will be available for this purpose during the year 1925-26.

I would respectfully call your attention to the

fact that it is the hope and expectation of the Board that at the termination of the four-year period for which appropriations have been made, funds from other sources will be available to continue the work.

Very truly yours,

W. W. BRIERLEY

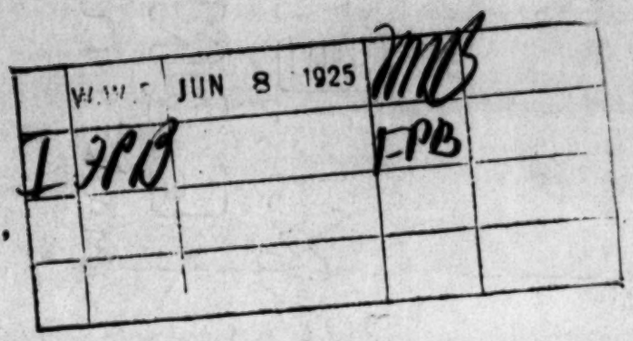
Honorable A. T. Allen,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/HMC

NC253

Superintendent of Public Instruction
State of North Carolina
Raleigh

June 5, 1925.



Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Brierley:--

I am tremendously gratified by your letter of June 2nd, notifying me of the action of your Board on May 28th relative to an appropriation to the State Department of Public Instruction of a sum not to exceed $30,000.00, for the establishment and maintenance of a Division of Information and School Service.

I shall go right to work casting about in my mind for a suitable man, and will be glad to come to New York or to meet your representative anywhere, in order to go into a discussion of the type of man and the personal and scholastic qualifications required.

As I explained in my letter of application, I should like to get a line on the Educational Commission that is to be appointed in North Carolina before employing a man, because I hope to be able to join up with that Commission for some constructive work.

Again expressing my deep appreciation and assuring you that I shall use my utmost endeavors to cause this money to be so expended as to bring results, and if I should happen to be in office at the expiration of the four-year period, to do my best to get it taken over by the State.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

NC 253

F. P. B. JUN 15 1925 FPB June 15/

Superintendent of Public Instruction
State of North Carolina
Raleigh

June 13, 1925.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:--

I was tremendously delighted at the fact that the General Education Board provided us with a Division of School Service. I am going to do my level best to make it a worth while division. I have under consideration at present the following men:

1. Mr. A. M. Proctor, of Duke University, Durham, North Carolina.

2. Mr. Fred Morrison, North Carolina College for Women, Greensboro, North Carolina.

3. Supt. W. A. Graham, Wilmington, North Carolina.

4. Supt. Hoy Taylor, Franklinton, North Carolina.

5. Dr. Mosher, member of the faculty of the University of North Carolina.

I have not mentioned it to any one of these people so far and I do not want to do so until I hear from you. If you think wise, I could run up to New York for a day's interview, or if you think it is not necessary, please write me what you think ought to be done.

I want to have a long interview with you as to what this division should accomplish. I have in mind some hazy notions

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..Mr. F. P. B.

June 15, 1925

which I should like to have clarified and perhaps added to.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen,
State Superintendent Public Instruction.

June 15, 1925

Dear Allen:

An unexpected and extended trip through the South will probably bring me into North Carolina some time about the middle of July. At that time I shall be pleased to go over with you the work of your division of school service, and also to talk over your suggestions as to a director. This may seem a long way off, but nothing could be achieved by your coming to New York, as I shall not be here.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

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NC 253

F. P. B. JUL 15 1925 493 Jul 21/3-

Superintendent of Public Instruction
State of North Carolina
Raleigh

July 13, 1925.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:—

I was very much disappointed that I did not get to see you when you were down in this country.

I am getting a little anxious about our new man who is to come on. If you are not coming down here again pretty soon, I think I ought to go to New York and have a talk with you. I am ready now to begin operations. Please let me know whether you are intending to come by this way at any early date, or whether you prefer that I come on to New York for an interview.

Mr. A. M. Proctor would come for a period of two years. I was unwilling to trade with him on that basis, because I want to start out with the idea that a man will stick with us for at least four years, unless something unforeseen should happen. I have not talked with any of the other people. I should like to go into certain matters with you before making definite arrangements.

With sincerest good wishes, I am

Yours very sincerely,

A. T. Allen

A. T. Allen,
State Superintendent Public Instruction.

July 21, 1925

My dear Allen:

This is in reply to your letter of July 13th, which I find on my return from a week's absence.

I quite agree with you about taking on a man for a limited period. I think the man who takes up the work of the department in question should take it up with a view to making a real job of it.

I shall be in the office until about the first of August. If you have your plans matured, and care to come up, I shall be glad to see you any time up to that date.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

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	FPB		FPB	8.9/25

August 3, 1925

Dr. F.P. Bachman,
61 Broadway,
New York, N.Y.

Dear Dr. Bachman:

I am in receipt of a letter from Dr. M.R. Trabue. I am sending you herewith a copy of this letter also a copy of my reply. I do not think there is much chance of securing the services of Dr. Trabue for our work. As yet I have heard nothing from the other people.

I enjoyed very much your stay with us Friday and wish you had had time to remain longer.

With sincere good wishes, I am,

Very truly yours,

A. T. Allen

A.T. Allen
Superintendent of Public Instruction.

ATA/AI

August 1, 1925

Mr. A.T. Allen,
State Superintendent of Public Instruction,
Raleigh, N.C.

My dear Mr. Allen:

In view of the action of our recent legislature in neglecting to increase the appropriation for the University of North Carolina, the policy of not filling positions that are made vacant has been fairly well established. If I were to accept the position which you have offered me in your department, it would mean the discontinuance of the Bureau of Educational Research here at the University. It seems to me that this would be a serious mistake from the point of view of the public schools of North Carolina as well as from the point of view of the School of Education.

Another factor which causes me to make no change at the present time is the fact that I should prefer, when I make a change, to increase my salary rather than to decrease it. My salary now is several hundred dollars less than I was getting six years ago, but the type of work makes up for the difference. I should hesitate, however, to make any further cut in my income.

Thanking you very sincerely for the honor which you have conferred upon me and regretting the impossibility of accepting at the present time, I am

Yours sincerely,

M.R. Trabue.

MRT.V

COPY

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 3, 1925

Dr. M.R. Trabue,
Chapel Hill, N.C.

Dear Dr. Trabue:

I have your letter of August 1st. I think you are right about what would happen at the University if you saw fit to leave at this time. I do not know that Dr. Chase would do anything, under the present situation, other than what you indicated in your letter should you leave.

If there was nothing in the way except the salary, I am inclined to believe that this could be arranged so that it would be more satisfactory than it now is.

I appreciate very heartily your interest in this matter and whether you come to us or not I am going to rely on receiving a great deal of help from you for this new division.

With sincerest good wishes, I am

Very truly yours,

A.T. Allen
Superintendent of Public Instruction

ATA/AI

September 9, 1925

Dear Allen:

This is in reply to your letter of August 3rd. I quite agree with you as to the availability of Trabue. What about Proctor? In case Proctor fails you, what is your next proposal?

Also, what was the date set for our conference on teacher training?

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	SEP 16 1925	FPB	S. 16/25

~~September 14th 1925.~~

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:-

Proctor has just come back from California and dropped in to see me this morning. He is very much interested in the work but he feels that it is necessary for him to complete this scholastic year with Duke University. They have four men in the department of education and one has already quit and the work has been distributed among the other three. He would be inclined to come if we waited on him until next June.

The only other man we have is Morrision and I have not spoken to him since the day you were here. I was waiting to get the other matter settled. Governor McLean told me the other day that he was just about to appoint his commission and I should like, if possible, to be ready to begin operation when his commission does. He told me that he would not appoint anybody on this commission except those who were in favor of public education, if he knew it. If he should appoint a commission of this kind and we have this man here making these studies, it seems to me that he could be of great service. It is not my notion that this man should be the mere secretary of the commission, to keep minutes, etc., and run after the information wanted by them. This can be done by another member of this department, but he can study one or two questions very strongly and collect information that would be convincing in its nature.

I am rather inclined to think that we had better trade with Morrison if we can and get him to work rather than to wait on Proctor until next June. What do you think of it?

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T.ALLEN
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

A:AKT.

September 16, 1925

Dear Superintendent Allen:

This is in reply to your letter of September 14th. I am inclined to agree with the opinion expressed in this letter. If you feel sure, it will be all right with us to go ahead. If not, we could take up and canvass the entire matter when I come to Raleigh October 2nd and 3rd. In the meantime, would it not be advisable to take the matter up with the president of Duke University and see if he will not release Proctor immediately? The work there cannot be so pressing or important that they could not care for it, provided they are interested in your problem.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	NOV 2 1925	FPB	Nov. 2
		October 29, 1925		

Dr. F.P. Bachman,
Genral Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

This is to acknowledge the recipt of six copies of the "Teacher Training in Southern State Universities."

I have been feeling out Duke University people a little further, and I believe I could arrange with them for Proctor to begin in February and work around until the summer school of 1927 if we would agree to let him operate in the summer school. I do not like this arrangement very well. What do you think of it? Duke University proposes to let him go provided they can retain his services for the summer schools when the need is greatest for it.

In looking around for this I found that Duke University had its claws on John Carr also. I am beginning to veer around some toward Coltrane, but he is already drawing $6000.00 a year and I am afraid he would not be satisfied with the $5000.00 which we could pay.

With sincerest good wishes, I am

Yours very truly,

A T Allen

A.T. Allen
State Superintendent Public Instruction.

November 2, 1926

Dear Allen:

This is to acknowledge the receipt of your letter of October 29th. You will of course be in Baltimore at the meeting of the superintendents of the southern states, and at that time we can again talk over the situation in connection with the division of information and statistics.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

CARBONAL COPY

November 3, 1921.

Supt. A.T. Allen,
Raleigh, N.C.

My dear Mr. Allen:

I received the copy of "Teacher Training in Southern State Universities" by Bachman and have spent the last several hours studying it. I expect to modify some of our catalogue requirements in light of the information here so splendidly set forth. I am certainly greatly interested in this problem of getting teachers well equipped for specific tasks in the secondary schools. I suppose it will necessarily take some time to effect such a complete re-organization as the facts seem to warrant but I feel like assuring you that Wake Forest will support you as heartily in this movement as any institution in North Carolina, public or private.

I feel that it is one of the chief functions of the Department of Education to guide the student in courses that will prepare him for a definite teaching task and I have been doing this, but it is discouraging to find that after one has been urged to take enough English and French for instance to warrant me in recommending such a one as a teacher in these subjects to find that such a man has to be placed frequently as teacher of Science and History. The individual is not to be blamed; the school cannot be blamed; nor can the College be blamed alone. This unfortunate lot of circumstances in inherent in our development and I hope very much that something definite and satisfactory may be the outcome in the organization and coordination of a high school and college curricula.

Very cordially yours,

D.B. Bryan
Dean of the College

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Superintendent of Public Instruction
State of North Carolina
Raleigh

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	A.T.		AT	
	HJT		HJT	

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I am planning to be at the Baltimore meeting and will be glad to go into a further discussion about our Division of Statistics and Information.

I went over to Chapel Hill the other night and presented the general scheme of the reorganization of the high schools to the Murphy Club. The members of the Club seemed to be very much interested in the whole program.

I sent one of your bulletins to Bryan, Head of the Department of Education at Wake Forest College. I am sending herewith a copy of his letter. This will let you know something about the attitude towards the scheme of at least one college.

With sincerest good wishes, I am

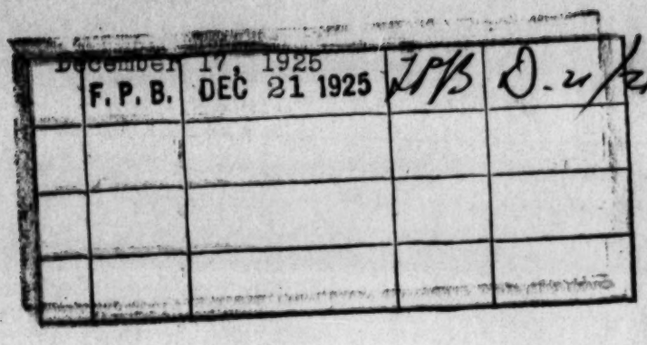
Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

NC253

Superintendent of Public Instruction
State of North Carolina
Raleigh



Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I am enclosing herewith copy of a letter which I am today writing to Mr. A.M. Proctor of Duke University. Since talking with you another man has been going through my mind some. It is M.C.S. Noble Jr. He is a son of Mr. Noble of the University, took his Ph.D. a year or two ago at Harvard, is specially interested in statistics, has traveled abroad, and his primary educational interest is in elementary education. The thing that called him to my attention especially was a talk he made at the College Conference at Greensboro on Entrance Requirements which showed that he had made a thorough preparation for his talk and he handled it in a very acceptable sort of way. I do not know what the people at Harvard think of him, but the University people think very highly of him.

I want to say that I enjoyed our Conference at Baltimore immensely and I was exceedingly regretful that it seemed necessary for me to leave that Conference before it closed. I was tremendously anxious to be present at the Conference Friday. Is there any place where I could secure a copy of these proceedings?

With sincerest good wishes, I am

Yours very truly,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction.

ARCHIVAL COPY

December 17, 1925

Mr. A.M. Proctor,
Duke University,
Durham, N.C.

Dear Mr. Proctor:

I have been considering our recent conversation about your coming to this Department to do research work. As you know, I have been very anxious from the outset for you to undertake this task. I doubt the wisdom, however, of a divided effort. It might happen that the most important phase of our work would need attention at the very time the summer schools were in session. I am writing now, therefore, to find out whether or not you would be interested in coming to us for your whole time on the terms mentioned in our correspondence last fall. Please let me hear from you at an early date.

With sincerest good wishes, I am

Yours very truly,

A.T. Allen
State Superintendent Public Instruction

December 21, 1925

Dear Superintendent Allen:

I thank you for your letter of December 17th and for the copy of the letter you have written Doctor Proctor. I am glad that you have a new lead in young Noble, and hope that something will come from it.

I, too, am sorry that you had to miss the Friday morning conference, but I know that you were engaged in still more important work. No minutes were prepared of the conference.

Wishing you a merry Christmas and a happy New Year,

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh
North Carolina

FPB:T

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	JAN 18 1926	Acted on	Jan. 13/26
	FPB	January 11, 1926	FPB	

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I was over at Chapel Hill the other day and talked with the people over there about young Noble. They tell me that he is undoubtedly a very promising boy. He is at Davidson now supplying for Dr. Frazer Hood who is away on a year's leave of absence. They all have the feeling, however, that young Noble is still too much of a boy to undertake the work we have in mind for this Department.

John Carr was here during the holidays and I mentioned the matter to him. The Duke people are planning to take him over also. I doubt whether we can compete with Duke University in a matter of this kind as Proctor finally turned us down.

It looks to me like we are in the position now where the only thing to do is to make Fred Morrison a definite proposition, offering him somewhere from $3600 to $4000 to start with to take up this work at the beginning of the spring term. What do you think of the advisability of that? I hate to keep coming back to this point when I know what your attitude is, but taking the whole matter into consideration it seems to me now the best thing to do. Governor McLean is just about to appoint his commission at last, and I should like, if possible, for this man to begin to function in this field.

I think we can get John Carr to work for us from February around to September by allowing him to utilize a part of his efforts in getting together his dissertation material. I will be in a position to supply these boys with stenographic service for six months, so perhaps it would not be necessary to employ the clerk, and in that way we could get along with the proportionate part of your appropriation for the last five months of the year.

With sincerest good wishes, I am

Yours very sincerely,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	JAN 8 1926		
January 6, 1926				

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I am sending you herewith a copy of a letter which I have just received from Mr. Proctor. In my thinking now the matter narrows down to three people, all of them young people. These are Fred Morrison, John Carr and M.C.S. Noble Jr. who is at Davidson College this year. I want to make an appointment with young Noble at the earliest possible time and interview him and see whether or not he is interested in it. As I wrote you some time ago, he made a very favorable impression on me when he spoke in Greensboro.

With sincerest good wishes, I am

Yours very truly,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction.

111 Watts Street
Durham, N.C.
Jan. 2, 1926

Supt. A.T. Allen,
Raleigh, N.C.

Dear Mr. Allen:

Your letter of December 17th was delayed somewhat in reaching me because it came to Duke University about the time they were closing down for the holidays. I had not received it when I was over at the conference of summer school directors or I would have spoken to you about it at that time.

I rode over to Raleigh yesterday to see you but missed you. I have never before had to make a decision that has bothered me as much as the decision about this matter. Nothing would please me more than to work with you on this job if I had confidence in what the state politicians are going to do. Of course as long as the Gneral Education Board supports the matter I supppse they will have little to say. But as you know I am no persoh to handle a group of politicians. I am a bit afraid that the success of the work with you would depend upon my ability to swing the politicians. At that point I would be a failure.

On the other hand I am impelled by a feeling of deep interest in my Alma Mater to stay on here and help to work out the situation as best I can for the future. I believe that there is a great future open to this institution. I believe that the success of the institution in teacher training depends upon our ability to keep our connectioh with the public schools of the state. I do not mean to be egotistic but I believe that I can do more than any other man on the faculty here now to keep that contact.

Since accepting your offer would mean my unqualified resignation here I shall be obliged to decline. I had hoped that the institution here would give me an indefinite leave. Dr. Few was afraid to do this because of the precedent. I am very sorry to have to decline your offer. It intrigued me much. Please accept my sincere appreciation of your expression of confidence in my ability and assuring you that I hope to be able to continue to serve when you need me, I am

Sincerely yours,

A.M. Proctor

January 13, 1926

My dear Superintendent Allen:

This is to acknowledge your two letters of January 6th and 11th with regard to appointments to the division of information and school service. I will send copies of these letters to Doctor Bachman in the field, and hope that you may hear from him shortly.

Sincerely yours,
GENERAL EDUCATION BOARD

Little Rock, Ark.

By: A. C. THORNBLUM

Honorable A. T. Allen
State Department of Education
Raleigh
North Carolina

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	JAN 28 1926		

January 25, 1926

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I have your letter of January 20th written from the State Department of Arkansas. I think I will make Fred Morrison a definite proposition within a few days.

John Carr raised the question as to whether or not he could come in for six months or so and work as the assistant of the other man at something like his expenses in order to collect that part of his thesis data that he could get from this Department, and at the same time do any work that we might call on him to do. I do not know if that would be a wise arrangement.

We had planned to have a meeting of the curriculum committee in my office today, but when I found that you could not be present as well as another member or so of the committee I called it off. I wish you would give me your schedule in February so that I can call a meeting of this committee at some time that will be convenient for you to attend.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC 253

Superintendent of Public Instruction
State of North Carolina
Raleigh

April 16, 1926

	F. P. B.	APR 19 1926		

Dr. Frank p. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Sir:

I should like to recount my efforts to secure a man to head our division of Information and Statistics.

1. I first offered this work to Mr. A.M. Proctor at $5200.00 a year. Mr. Proctor has had wide experience in the school business and extensive training. He is now a professor in Duke University. He was willing to come on condition that he would be released for twelve weeks in the summer to give instruction in the summer school. I felt that it would be unwise to make this kind of trade. It seemed to me much better for a man coming into the department to carry on this work to burn the bridges behind him, take off his coat and look to the future only. It seemed to me that we might not get the kind of service desired in a trade of this kind.

2. I next offered the work to Fred Morrision who is now professor in the North Carolina College for Women and recently secured his Ph.D. degree from Columbia University. Mr. Morrison considered this work for over a month before coming to a decision, but finally decided that he would remain with the North Carolina College for Women.

3. I offered the work to John W. Carr now in Columbia University and about to receive his doctor's degree. Mr. Carr has had a number of years of public school experience and in many ways is the most desirable man for this work. After considering the matter for about a month he decided that he would take up with Duke University rather than come with this department. I regretted this decision very much.

4. I next offered the work to M.C.S. Noble, Jr. now a professor in Davidson College. My attention was first especially called to him in a talk that he made at the College Conference in Greensboro on the 12th of last December. He was talking about entrance requirements. His talk showed that he had made a thorough investigation and had come to very sane and reasonable conclusions as I saw it. I then began to make inquiry about him. I found that the folks around Chapel Hill looked on him as a young man of unusual promise but as they had known him from childhood up they thought of him only as a boy.

His school record all the way through is indicative of the kind of man young Noble is. He received his Ph.D. degree from Harvard University in 1924. He spent the school year 1924-25 travelling in Europe. At the beginning of the school year 1925-26 he was called to Davidson College to take the place of Dr. Frazer Hood as head of the Department of Education while Dr. Hood was away on a year's leave of absence in Europe. In March of this year the trustees of Davidson College met, created a new position - a full professorship in education - and unanimously elected Mr. Noble to this position.

During Christmas of 1925 young Noble returned to Cambridge, Massachusetts and put up at the hotel. Dean Holmes of Harvard found out that he was at the hotel, went over and paid his bill, carried his baggage off and left a note saying, "If you want any clean clothes come over to my house." I quote this merely to show the feeling the authorities at Harvard have for him. Again I am informed that Dr. Hanus has been making inquiries with a view to taking young Noble back to Harvard as an instructor.

I am of the opinion that of the available men in North Carolina at this time young Noble is the best. I perhaps would still put the three men to whom I have offered the work ahead of him but they seemed not to be willing to come. He has agreed to come to the office about the first of June. We will need, therefore, in June about $500.00 from the fund generously appropriated by your board, the intelligence of which was conveyed to me in your letter dated June 2, 1925. I reach this estimate in this way:

Salary Noble	$300.00
Salary for clerk	125.00
Expenses	75.00
	$500.00

May I thank you again in this letter for your invaluable work on the high school program.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

His school record all the way through is indicative of the kind of man young Noble is. He received his Ph.D. degree from Harvard University in 1924. He spent the school year 1924-25 travelling in Europe. At the beginning of the school year 1925-26 he was called to Davidson College to take the place of Dr. Frazer Hood as head of the Department of Education while Dr. Hood was away on a year's leave of absence in Europe. In March of this year the trustees of Davidson College met, created a new position - a full professorship in education - and unanimously elected Mr. Noble to this position.

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Salary for clerk	125.00
Expenses	75.00
	$500.00

May I thank you again in this letter for your invaluable work on the high school program.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

April 22, 1926

My dear Superintendent Allen:

In the absence of Doctor Bachman, permit me to acknowledge the receipt of your letter of the 16th, in which you inform us that you have secured the services of Doctor H. C. S. Noble, Jr., for your division of information and statistics to begin June 1st, 1926, and that on that date you will wish $500 from the fund appropriated by this Board. This matter will receive attention as soon as Doctor Bachman returns to the office, about May 1st.

Sincerely yours,

GENERAL EDUCATION BOARD

By:

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

NC 253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

May 20, 1926

At the meeting of the General Education Board held May 28, 1925, the following resolution was adopted:

GI-1786
STATE DEPARTMENT OF EDUCATION OF NORTH CAROLINA DIVISION OF INFORMATION AND SCHOOL SERVICE

RESOLVED, That the executive officers of the General Education Board be, and they hereby are, authorized in their discretion to commit the Board to an appropriation to the State Department of Public Instruction of North Carolina, of a sum not to exceed Thirty thousand Dollars ($30,000) for the establishment and maintenance of a division of information and school service in connection with said State Department of Public Instruction, extending over a period of four years, beginning on or about July 1, 1925, said sum of Thirty thousand Dollars ($30,000) to be apportioned by years as follows:

For the fiscal year 1925-26 not to exceed $7,500
For the fiscal year 1926-27 not to exceed $7,500
For the fiscal year 1927-28 not to exceed $7,500
For the fiscal year 1928-29 not to exceed $7,500

In a letter dated April 16, 1926, State Superintendent Allen states that the Department has secured the services of Doctor M. C. S. Noble, Jr., as Director of the Division of Information and School Service, to begin June 1, 1926.

Following is an extract from Superintendent Allen's letter:

"Mr. Noble's school record all the way through is indicative of the kind of man he is. He received his PH.D. degree from Harvard University in 1924. He spent the school year 1924-25 traveling in Europe. At the beginning of the school year 1925-26 he was called to Davidson College to take the place of Doctor Frazer Hood as head of the Department of Education while Doctor Hood was away on a year's leave of absence in Europe. In March of this year the trustees of Davidson College met, created a new position - a full professorship in education - and unanimously elected Mr. Noble to this position."

The Secretary of the Board is hereby instructed to inform Superintendent Allen that the officers are pleased with the appointment of Mr. Noble, Jr., and to see that sums at the rate of $3,600 per annum for the Director's salary, with an allowance of not to exceed $1,500 per annum for clerical assistance, and $900 per annum for incidental expenses, are remitted to the State Department of Education of North Carolina, dating from June 1, 1926, for the Division of Information and School Service.

N. H. Burke — Frank P. Bachman

H. J. Shorkley — [illegible]

E. C. Sage

IBS MVL

NC 253

May 26, 1926.

My dear Mr. Allen:-

At a recent conference of the officers of the Board, your letter of April 16th to Doctor Bachman informing him of the appointment by the State Department of Public Instruction of North Carolina of Mr. N. C. S. Noble, Junior, to be in charge of the Division of Information and Statistics in your Department was presented. I desire to inform you that the officers of the Board are pleased to learn of Mr. Noble's appointment, and have authorized me to arrange for payment to be made on account of the Board's appropriation of May 28, 1925.

I observe that Mr. Noble will enter upon his duties on June 1, 1926 and that his salary is to be at the rate of $3,600 per annum and that he is to be provided with clerical assistance involving an annual expenditure of $1,500 and with necessary expenses not exceeding $900 per annum. I am requesting the Auditor to send you promptly a remittance for $300 to apply against the sum made available by the Board for the fiscal year ending June 30, 1926. Thereafter, payments on account of salaries will be remitted quarterly in advance. A payment of $225 to apply toward the expenses of this Division will be sent to you July 1st. Subsequent payments will

be made on receipt of detailed statements of expenditure bearing your approval.

Very truly yours,

W. W. BRIERLEY

Honorable A. T. Allen,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/GMH

NC253+

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Superintendent of Public Instruction
State of North Carolina
Raleigh

May 31, 1926

Mr. W.W. Brierley,
General Education Board,
61 Broadway
New York City.

Dear Sir:

I thank you for your letter of May 26th in which you inform me that your board will forward in a few days $500.00 to apply against the sum made available for the fiscal year ending June 30, 1926 for the employment of a Director of the Division of Information and Statistics in this department. Mr. Noble has not come into the office yet, but he will be here in a few days. I am expecting him to turn out some splendid work.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

NC 253

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Superintendent of Public Instruction
State of North Carolina
Raleigh

July 22, 1926

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Sir:

The Educational Commission has asked that Mr. Noble be allowed to give his time until the first of the year to the preparation of an answer to this question, "What should North Carolina do in order to provide adequate teacher training facilities?"

You will remember that in making request for this fund, I did not ask this year for the entire appropriation that your Board had so kindly set aside. It seems that Mr. Noble for the first six months will have to travel more than I had contemplated in making my request for an expense allowance. I wondered what the attitude of your board would be towards a request for a little greater traveling expense allowance for this year in view of the fact that this Commission desires his services for the first six months. Of course, we mean to live within the $7500 appropriated by your Board.

I wish you could come down at an early date and see the grasp that Mr. Noble is getting on his work at the very outset. I feel that you would be tremendously pleased with his whole attitude and effort to do this job.

With sincerest good wishes, I am

Yours very truly,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction.

NC C 253

September 14, 1926

Dear Superintendent Allen:

On my return to the office I find your letter of July 22nd. If the service in North Carolina requires a somewhat larger expense allowance than asked for in your first request, please make a formal request for the additional amount needed, and I shall be happy to take up the matter with our Auditor. The total amount, of course, must be within our appropriation.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:T

	F. P. SEP 20 1926		ACT	Dept.

State of North Carolina
Superintendent of Public Instruction
Raleigh

September 17, 1926

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

It seems that our high school reorganization is going well. Highsmith tells me that the principals are accepting it in fine faith and most of them are this year beginning their reorganization. It looks now as if the program will go over unless something unforeseen happens.

The teacher training department is not in such good shape. Hillman has been tied down so tight in the office that he has not been able to give much time to it. I have been able to employ some valuable assistants for him, and by the first of the year he will be able to give some attention to this in the smaller institutions. The help the General Education Board has given the North Carolina College for Women and University I believe is going to make the teacher training part of this program go across as easily and completely as the high school reorganization part seems to be going at this time.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T.Allen
State Superintendent Public Instruction.

NC 253

F. P. B. SEP 20 1926

State of North Carolina
Superintendent of Public Instruction
Raleigh

September 17, 1926

Dr. F.P. Bachman,
General Education Board,
61 Broadway.
New York City.

Dear Dr. Bachman:

I should like to ask for an allowance on Mr. Noble's traveling account for this year of $1500. I do not think he will use that much and even if he did use that much we would still be $1200 below your appropriation for this year. I hope you will take the matter up with the auditor.

Mr. Noble, as you know, is now trying to get together the matter of teacher training and what North Carolina should do to provide an ample supply. I have asked him to go to Pennsylvania, Connecticut and Maryland to study what they are doing in these places, and also to call on you, Mr. Brierley and Dr. Rose to pay his respects and to talk as long as any of you gentlemen want to question him.

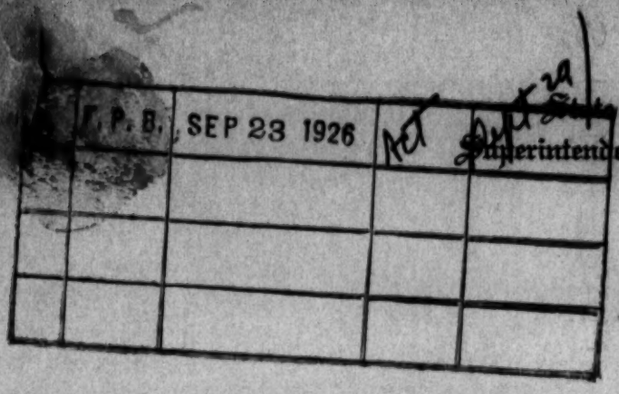
With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC 253



State of North Carolina
Superintendent of Public Instruction
Raleigh

September 21, 1926

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Sir:

Dr. M.C.S. Noble of our department of Information and Statistics will be in New York at an early date. I have asked him to be certain to go around and speak to you. I hope you will find time to talk with him for a little while.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

NC 253

September 29, 1926

Dear Mr. Allen:

Thank you for your letters of September 17th and 21st. They will be shown to Doctor Bachman on his return, about November 1st.

I note that Mr. Noble expects to visit New York shortly and that he will call at the office. We shall be very glad to see him, though I am sorry that Doctor Bachman will not be here. I gather from your letter that Mr. Noble is not coming to New York for the sole purpose of seeing Doctor Bachman, and so cannot suggest that he postpone his visit, but I know Doctor Bachman will be sorry to miss him.

Sincerely yours,

GENERAL EDUCATION BOARD

By: A. C. THORNBLUM

Honorable A. T. Allen
State Department of Public Instruction
Raleigh, North Carolina

N C 253+

September 30, 1926.

My dear Mr. Allen:-

In Doctor Bachman's absence, I am replying to your letter of September 17th, in which you ask that the sum made available for Mr. Noble's traveling expenses be increased from $900 to a sum not exceeding $1,500. I beg to inform you that in the exercise of the discretionary power given them by the Board, the officers have allocated a further sum of $600 for Mr. Noble's traveling expenses, thereby increasing the amount available for this purpose to a sum not exceeding $1,500. At the end of the year, any unexpended balance should revert to the General Education Board.

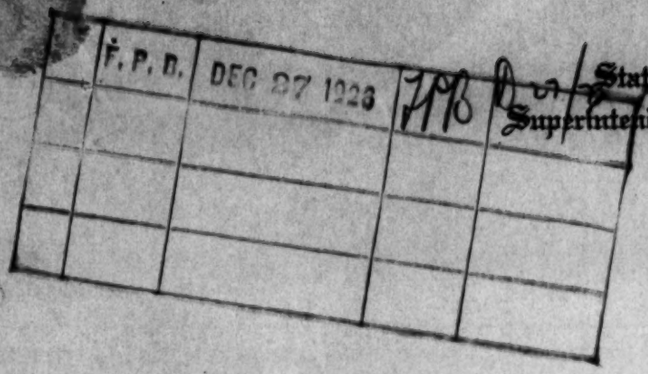
Very truly yours,

W. W. BRIERLEY

Honorable A. T. Allen,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/CMC

NC 253



State of North Carolina
Superintendent of Public Instruction
Raleigh

December 24, 1926

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

In the work that Mr. Noble is doing for the Commission it was necessary to have certain tabulations from our certification files. It came right at the time when we were in a jam issuing certificates and the girls of that division could not spare the time to get the information for him, so Dr. Joyner employed three of our girls in that division to work at night collecting this information for him. The total amounts were as follows:

Mexie Herring	$28.87
Myrtle Lee Smith	8.57
Mary Wiggs	50.39

This was the work the Commission wanted done through Mr. Noble's division, and it was necessary to use the girls who were familiar with the work.

It was thought we could pay them out of State funds, but we find that we run into the law and cannot pay these girls these amounts. Since we are paying the stenographer working for Mr. Noble only $90.00 and we have a general allowance from your board for $150.00, I wondered if it would be proper to pay these girls these amounts out of the fund allotted to Mr. Noble for stenographic work. We have the State money available to pay it, but it is against the law to do it.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC 253

December 27, 1926

Dear Allen:

This is in reply to your letter of December 24th relating to extra stenographic service in your division of information and statistics. I have taken up the contents of this letter with our auditor, Mr. Buttrick, and he is of the opinion that it would be better to pay for this extra stenographic service directly from our office. In due course of time this will be done.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC.253

WWB Dec. 27/26

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

Mr. Brierley:

With reference to Superintendent Allen's letter of December 24th, Mr. Buttrick thinks the best way to take care of this extra stenographic service in the division of information and statistics of the State Department of Education of North Carolina is to prepare a round-robin and have it signed by the officers. Will you please do this, if you agree that this is the best way to handle this small item?

Frank P. Bachman

FPB:T

NC 253

	F. P. B.	JAN 28 1927	FPB	Jan 28

State of North Carolina
Superintendent of Public Instruction
Raleigh

January 25, 1927

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

Dear Sir:

Mr. Noble in our division has completed, or practically completed, his study of the teacher training situation in North Carolina for the Educational Commission, and in a few days or weeks will be ready to take up other lines of study. I had intended taking this question up with you on several occasions, but for one reason or another have overlooked it when I had the opportunity.

I should like to know what you think would be the most productive field in North Carolina for him to labor in for the next two years. I, of course, desire for his work to lead as nearly as possible at all times in the direction of practical results. There are many questions that I should like to see investigated and answered as a matter of curiosity that do not have a great deal of practical value perhaps. I have been thinking that if we could turn him loose on some phase of elementary education in North Carolina it would probably be worth while. I have considered the matter of the organization of the larger type of rural consolidated elementary schools, say, with seven teachers or more, in order that we might have a classification and promotion scheme that would fit best into the needs of these schools and present some kind of method for organizing these institutions. For instance, we are having considerable trouble with these consolidated schools on account of the fact that they are not schools as many people expect them to be as quickly as the children are brought together. It is somewhat like conscripting a thousand boys and placing them in camp and thinking that you have a regiment of soldiers at once, but as a matter of fact you have merely the opportunity of organizing a regiment of soldiers. When these children are brought together it is not at once a school, but simply the privilege and opportunity of setting up and organizing a real institution on a small scale.

I do not know if I have stated my thinking clearly enough for you to determine whether or not this would be a valuable field in which to work. Of course, the elementary course of study is also a fertile field, but so many people are working at that of long experience and fame that I doubt if we could get a contribution in this field.

So, I am asking you to exercise, if you will, your

imagination a bit and picture what in your judgment would be the next line of work that he should undertake in order to be of the greatest benefit to the department and to the State.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC253

F. P. B. JAN 27 1927

State of North Carolina
Superintendent of Public Instruction
Raleigh

January 25, 1927

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

Dear Dr. Bachman:

On December 24th I wrote you a letter asking permission to pay out certain of the money allotted to Noble's department for the discharge of certain obligations for work done by girls in our office in helping him with his work for the Commission which it seemed to be illegal to pay out of State funds. You wrote in reply to this that it seemed wise to the auditor of your board for you to handle this matter direct. Will you please take it up again to see whether or not I can be gotten out of the difficulty in which I now find myself.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

dC 253

January 28, 1927

Dear Allen:

This is in reply to your letter of the 25th. You have raised a very important question in this letter, and when I am next in North Carolina I should be very glad to go over the situation with you. At this distance I could not possibly advise you with wisdom. Of course, whatever my advice may be, you are the one to ultimately decide how you can best use Mr. Noble.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Public Instruction
Raleigh
North Carolina

FPB:T

NC253

February 26, 1927.

My dear Superintendent Allen:-

I regret to learn that your letter to Doctor Bachman of January 25th has not been answered sooner. With reference to Doctor Bachman's letter to you of December 27th, and after further conference with our Auditor, it is deemed advisable to request you to charge sums expended for extra stenographic service in your office to remittances made by the Board for clerical assistance. Indeed, this was the purpose in allocating a portion of the Board's appropriation for clerical assistance.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/CMC

NC 253

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State of North Carolina
Superintendent of Public Instruction
Raleigh

July 27, 1927

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

In the agreement when Dr. Noble was employed as Director of the Division of Information and Statistics, he was to receive an increase of ten per cent at the end of the first year if his services were satisfactory. This, as I understood it, was in line with your wishes as we had talked over the matter many times. The General Education Board forwarded his salary on the basis of $300.00 a month. Under the agreement mentioned above we are now paying Mr. Noble $330.00 a month which, of course, is well within the budget. Will you turn this matter over to the proper officials, or should I take it up with the auditor?

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

N C253

August 6, 1927

My dear Mr. Allen:

We note from your letter of July 27, 1927, addressed to Doctor Bachman, that Mr. Noble is now being paid at the rate of $3,960 per annum, effective July 1, 1927. This increase in salary is satisfactory to the officers and is well within the Board's appropriation voted May 28, 1925 for the support of the North Carolina Division of Information and School Service. Inasmuch as payment on the old basis has already been made for the first quarter, our Auditor's Office will send you a further remittance shortly to adjust the matter.

Very truly yours,

GENERAL EDUCATION BOARD

By J. E. GOLDEN

Honorable A. T. Allen
State Superintendent of Education
Raleigh
North Carolina

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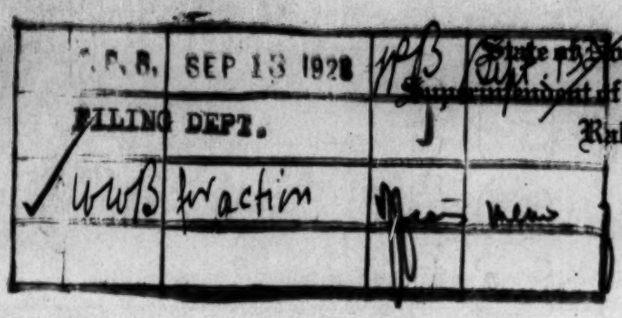
NC253



State of North Carolina
Superintendent of Public Instruction
Raleigh

September 11, 1928

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

Dear Dr. Bachman:

I should like to write you relative to the expenses for Mr. Noble's work. Under the general contract he was employed at $3600 with a sort of understanding that there would be an annual increase of approximately ten per cent until he had reached the maximum under the appropriation. This would make his salary this year $4356.00. I think the money forwarded us at the beginning of the quarter estimated his annual salary at $3960. In addition to that, he is working on the finance question and it is necessary for him to take several trips, I think, in order to do this work properly and have it in shape for the Legislature.

The young lady who has been assisting him has been receiving $100.00 a month since the beginning of the work about two years ago, and has not received an increase in salary. I am inclined to think that she is entitled to an increase of $10.00 a month, effective as of July 1, 1928, which marks the beginning of her third year's work. On this basis the budget for the work would be -

Salary	$4356.00
Expenses	1000.00
Stenographer	1320.00
Total	$6676.00

The maximum of the appropriation, as I understand it, is $7500 a year.

Printing

Mr. Noble has re-written his report on teacher training, and added the results of his investigation as to the kind of training that both elementary and high school teachers are receiving in the colleges of North Carolina. This, I think, is a very valuable piece of work. I had hoped all along that we would be able to print this at State expense and distribute it. I find, however, that our printing account is going to be greatly crowded this year because it is necessary to print the course of study. I wondered if your board would allocate, with your approval, something like $500 to print a supply of this bulletin for distribution in North Carolina

and other states. I am very anxious to have this printed if possible. In case you desire to see the manuscript in its new form, I shall be glad to send it to you or ask Mr. Noble to go to New York and talk it over with you to see whether or not you feel that certain other changes should be made in it.

With sincerest good wishes, I am

Very truly yours,

A.T. Allen
State Superintendent Public Instruction

NC 253

September 13, 1928

Dear Superintendent Allen:

This is in reply to your letter of September 11th. I am asking our Secretary to provide for an allocation of funds from the appropriation of 1928-29 for your division of reference and research according to your request.

I am quite sure that Mr. Noble has a document that is worth printing. I have seen his original material, and have also talked over with him his plan for revision. I am sorry to say that we find it absolutely necessary to keep out of the printing business, however, and for this reason it will be impossible for us to permit funds appropriated for the current expenses of your division to be used for publication. I hope that you will be able to find other funds for publication of the document in question.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:T

NC-253

September 22, 1928.

My dear Mr. Allen:-

Doctor Bachman has handed me your letter of September 17th and the statement of sums expended on account of the division of information and school service for the three-year period ending June 30, 1928. I observe that on June 30th there remains an unused balance of $842.20. Under the terms of the Board's resolution it becomes necessary for us to request you to return this sum to our Treasury. As you are aware, the resolution provided a maximum sum for each of four years. You appreciate the fact that our books are audited annually by an outside firm of accountants, and they are particular to see that the Board's resolutions are complied with in every possible detail.

Very truly yours,

W. W. BRIERLEY

Honorable A. T. Allen,
State Department of Education,
Raleigh, N.C.

WWB/GMC

NC-253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:-

September 22, 1928.

STATE DEPARTMENT OF EDUCATION OF NORTH CAROLINA
Division of Information and School Service

Appropriation GI-1786

On May 28, 1925, the Board adopted the following resolution:

"RESOLVED, That the executive officers of the General Education Board be, and they hereby are, authorized in their discretion to commit the Board to an appropriation to the State Department of Public Instruction of North Carolina, of a sum not to exceed Thirty thousand Dollars ($30,000) for the establishment and maintenance of a division of information and school service in connection with said State Department of Public Instruction, extending over a period of four years, beginning on or about July 1, 1925, said sum of Thirty thousand Dollars ($30,000) to be apportioned by years as follows:

For the fiscal year 1925-26 not to exceed Seven thousand five hundred Dollars ($7,500)

For the fiscal year 1926-27 not to exceed Seven thousand five hundred Dollars ($7,500)

For the fiscal year 1927-28 not to exceed Seven thousand five hundred Dollars ($7,500)

For the fiscal year 1928-29 not to exceed Seven thousand five hundred Dollars ($7,500)

the appropriation to be charged to current income."

Under this resolution, payments have been made to the State Department for the first three years covered by the appropriation.

In a letter dated September 11, 1928, Superintendent Allen states that Mr. Noble, Director of this Division, was employed with the understanding that he would receive an increase in his salary each year equivalent to ten per cent. For 1927-28 his salary was $3,960; so that, for 1928-29, his salary should be fixed at $4,356.

Superintendent Allen also suggests that the salary of Mr. Noble's stenographer be increased $10 a month. Her salary at present is $100 a month. To carry out Superintendent Allen's recommendations, sums as follows will be required for 1928-29:

Salary of Director	$4,356	
Expenses	1,000	
Salary of Stenographer	1,320	$6,676

In pursuance of the Board's authorization, the officers hereby approve of allocating sums not to exceed $6,676 to the State Department of Public Instruction of North Carolina for the division of information and school service for the fiscal year 1928-29.

Approved: N. H. Bailey

Frank P. Graham

Trevor Arnett

WMB/CMC

NC-253

September 22, 1928

My dear Superintendent Allen:

The officers have approved of the suggestion made in your letter of September 11, concerning the salaries of Mr. Noble and his secretary. In pursuance of the Board's authorization, the officers have allocated the following sums for the maintenance of the Division of Information and School Service during the fiscal year 1928-29;

Salary of Director	$ 4,356
Expenses	1,000
Salary of Stenographer	1,320
	$ 6,676

Remittance will be made as heretofore. Any unused portion of these sums at the end of the fiscal year should be returned to our office.

Very truly yours,

W. W. [illegible]LEY,

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB HVK

NC-253

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State of North Carolina
Superintendent of Public Instruction
Raleigh

October 4, 1928

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City, N. Y.

My dear Dr. Bachman:

Under separate cover I am sending you a report prepared by my office which deals with activity programs, projects and research studies which were carried on in North Carolina during the scholastic year 1927-1928.

As I see it my office should function in such a way as to inform the entire State of the outstanding educational studies being conducted in individual communities. Information of the sort contained in this report should prove of value to those who are organizing educational association programs, to those who are editing educational publications within the State, and to those school officials who are desirous of getting first hand information regarding the newer ideas and experiments in education which are taking place within the State. The primary function of this report, naturally enough, is to stimulate research.

Eventually, I suppose, these annual reports should be subject to the following adjustments: (1) the studies reported should be listed according to type of study, (2) it should be required that manuscripts of each study reported should be furnished for the files of the Division of Information and Statistics, and (3) definite research standards must be applied before a study is included in this annual report.

I believe that this report is somewhat original in nature and I would like to have your reaction to what I am trying to do.

With warmest personal regards, I remain,

Very truly yours,

M. C. S. Noble, Jr.

M. C. S. Noble, Jr.
Director of the Division of Information and Statistics
State Department of Public Instruction
Raleigh, N. C.

NC.253

October 8, 1928

My dear Doctor Noble:

Your letter of the 4th to Doctor Bachman has been received in his absence. The report which you mention has not yet been received, but I presume will come in a later mail. I shall be glad to bring both to Doctor Bachman's attention when he returns to the office.

Sincerely yours,

GENERAL EDUCATION BOARD

By:

Doctor M. C. S. Noble, Jr.
State Department of Public Instruction
Raleigh, North Carolina

NC-253

July 31, 1929

Dear Mr. Davis:

On May 28, 1925 the Board authorized an appropriation to the State Department of Public Instruction of North Carolina of a sum not to exceed $30,000 for the establishment and maintenance of a Division of Information and School Service extending over a period of four years beginning July 1, 1925. As you are aware, this Division was not organized until June 1, 1926, when Mr. Noble was appointed Director. Under the resolution, payments have been made from that date to June 30, 1929, a period of three years and one month. I enclose copies of Superintendent Allen's letter of July 25,1929 and Mr. Buttrick's acknowledgment. Under the Board's resolution, the appropriation terminated June 30, 1929. Doctor Bachman was in the office this morning and I took occasion to talk with him about the matter. He informed me that in speaking to Mr. Allen, he thought he made it clear that the appropriation was for a period of four years commencing July 1, 1925 and that due to the delay of one year in establishing the Division, the sum provided by the Board for that year would automatically

lapse. You may recall that on November 18, 1928 the Board lapsed $7,000, being the unused portion of the grant for 1925-1928. If it is your judgment that provision should be made for continuing this Division for 1928-1930, it will be necessary to take the matter up with the Executive Committee. I am referring the correspondence to you in order that you may write or confer with Mr. Allen and then communicate with our office.

Very truly yours,

W. W. BRIERLEY

Mr. Jackson Davis
804 Grace American Building
Richmond, Virginia

NC-253

State of North Carolina
Superintendent of Public Instruction
Raleigh

August 5, 1929.

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia.

Dear Mr. Davis:

Following our conversation over the telephone this morning, I am writing you relative to the funds for the Division of Finance and Statistics. I find in a letter of June 2, 1925, that Mr. Brierly notified me that the General Education Board had made an appropriation to the State Department of Public Instruction of North Carolina for a sum not to exceed $30,000.00 for the establishment of a Division of School Service, extending over a period of four years, beginning on or about July 1, 1925.

I spent a year in looking for some one to take this place; conferred with Doctor Bachman frequently; and made one trip to New York to see him and Doctor Buttrick. I remember very well the conversation with Doctor Buttrick: He told me to go very slowly in the matter and wait two years, if necessary, to employ some one, as it would probably be the most important step of my official career. This was the general trend of Doctor Buttrick's advice.

After having offered the work to three other people upon whom Doctor Buttrick and I had agreed, it was then offered to Mr. Noble, and he began work on June 15, 1926, one whole year after the authorization. I gathered from the trand of the conversation that delay in beginning the work would in no way imperil the appropriation, although I find no correspondence from your office substantiating this feeling of mine. It was also often mentioned in the conversation with Doctor Buttrick when we were trying to employ Proctor that the work would probably be extended for a year or two at the end of the four-year period in case it justified itself. In addition to this, in no one year have we used the entife amount of the appropriation, but we have turned back to your board each year a considerable part of it. I did not want to use the money merely because I had it, and was trying to be as economical as I knew how in its expenditure. Since the work did not begin until June 15, 1926, I had counted on four years from that date according to my understanding with Doctor Buttrick and Doctor Bachman about the employment of a man at the beginning of the period. I see now that even that would have left me one year short before the next Legislature could provide for it, but somehow I failed to see it when the last General Assembly met. Mr. Noble and Miss Hardesty have already worked the month of July on this money. I, therefore, wish to make two requests of you:

1. That your board continue this appropriation until the fourpyear term shall have been completed.

2. In case you find it impossible, carry it at least until January 1, 1930.

I should like very much, of course, to have the work extended for two years from July 1, 1929, so as to have time to take it up with the General Assembly and have that much time to find out whether or not the work will justify itself. I should like very much to hear from you as early as possible because I am in the embarrassing position of having two people employed and working and no possible way to pay them.

Thanking you for many favors and with sincerest good wishes, I am

Cordially yours,

A. T. Allen

A. T. Allen,
State Superintendent of Public Instruction.

ARCHIVAL COPY

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CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable sign above or preceding the address.

WESTERN UNION

SIGNS

DL = Day Letter
NM = Night Message
NL = Night Letter
LCO = Deferred Cable
NLT = Cable Letter
WLT = Week-End Letter

NEWCOMB CARLTON, PRESIDENT J. C. WILLEVER, FIRST VICE-PRESIDENT

The filing time as shown in the date line on full-rate telegrams and day letters, and the time of receipt at destination as shown on [illegible] is STANDARD TIME 24

Received at 61 Broadway, New York, N. Y.

NC-253

NC71 35 DL= RICHMOND VIR 6 100P

MISS IRENE E GOLDEN, GENERAL EDUCATION BOARD
61 BROADWAY=

=CONFERRED WITH ALLEN HE HAD A REFRACTORY LEGISLATURE THIS YEAR AND NEEDS OUR HELP PROBABLY FOR TWO YEARS HE IS WRITING A FULL STATEMENT WITH A REQUEST WHICH I SHALL FORWARD PROMPTLY WITH MY RECOMMENDATION=

JACKSON DAVIS.

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE

ARCHIVAL COPY

1238 A

Charge to the account of GENERAL EDUCATION BOARD $

CLASS OF SERVICE DESIRED			
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NEWCOMB CARLTON, PRESIDENT J. C. WILLEVER, FIRST VICE-PRESIDENT

NO.	CASH OR CHG.
CHECK	
TIME FILED	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

NC-253

August 6, 1929

Mr. Jackson Davis
804 Grace American Building
Richmond, Virginia

PLEASE TELEGRAPH SUPERINTENDENT ALLEN TODAY SENDING COPY HERE

YOUR REPLY TO LETTER MR. BRIERLEY REFERRED TO YOU JULY THIRTYFIRST

Irene E. Golden

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE

I. E. G. AUG 7 1929
FILING DEPT.

NC.253

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

August 6, 1929

JACKSON DAVIS
Assistant Director of Education
804 Grace American Building
Fourth and Grace, Richmond, Va.

Miss Irene Golden
General Education Board
61 Broadway, New York City

My dear Miss Golden:

I arrived at the office this morning and in going through my mail found the correspondence regarding the Division of Information and School Service in North Carolina. I had a long distance conversation with Mr. Allen and wired you Mr. Allen was under the impression that the appropriation had one more year to run. He did not succeed in getting the Legislature to take over this Division and he will not have another opportunity for two years. Mr. Allen said he would write me fully the situation and submit his request. As soon as I get it I shall write you about it.

Mr. Allen thinking he had a whole year of grace had not planned to take the matter up with us until sometime next winter.

Very sincerely yours,

Jackson Davis

JD:H

NC-253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Members of the
Executive Committee

August 9, 1929

NORTH CAROLINA
Division of Information and Statistics

The officers are in receipt of a letter dated August 5, 1929 from Superintendent A.T. Allen of North Carolina requesting the Board to continue its appropriation for the Division of Information and Statistics for two more years.

On May 28, 1925, the Board adopted a resolution appropriating $7500 annually to the State Department of Public Instruction of North Carolina for a period of four years beginning on or about July 1, 1925 for the establishment and maintenance of a Division of Information and Statistics. Under this resolution payments have been made by the Board for a period of three years and one month from June 1, 1926, when the Division was organized with Doctor H.C.S. Noble, Jr. as Director, to June 30, 1929 when the appropriation expired. Any unused balances were refunded to the Board and allowed to lapse. Mr. Allen states that the Legislature of January 1929 failed to make provision for the support of this Division. He however, was under the impression that the appropriation from the Board was available for four years and that he had one more year in which to make his plans. The Legislature will not meet again until January 1931. He requests the Board to carry this Division until he can again take the matter up with the State Legislature. Doctor Noble, the head of this Division is a well-trained man and Superintendent Allen considers his work of the greatest importance to his Department. He will be obliged to

discontinue the Division unless the Board will carry it for two more years. Mr. Davis has conferred with Superintendent Allen and also with Doctor Buchman and Mr. Favrot. They recommend granting Superintendent Allen's request.

The following resolution is offered pending ratification by the Executive Committee when it meets in the early fall:

> RESOLVED, That the executive officers of the General Education Board be, and they hereby are, authorized in their discretion to commit the Board to annual grants to the State Department of Public Instruction of North Carolina, Raleigh, North Carolina, for a period of two years, beginning July 1, 1929, of sums not to exceed Seven thousand five hundred Dollars ($7,500) per annum (a total of not more than $15,000 for the two year period) for the maintenance of the Division of Information and Statistics in said Department, the appropriation to be charged to current income.

Trevor Arnett

Jerome D. Greene

Raymond B. Fosdick

Charles H. Haviland

IEG:HVR

NC - 253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

August 9, 1929

NORTH CAROLINA
Division of Information and Statistics
GI-2327

The following resolution was informally adopted by the members of the Executive Committee on August 9, 1929:

> RESOLVED, That the executive officers of the General Education Board be, and they hereby are, authorized in their discretion to commit the Board to annual grants to the State Department of Public Instruction of North Carolina, Raleigh, North Carolina, for a period of two years, beginning July 1, 1929, of sums not to exceed Seven thousand five hundred Dollars ($7500) per annum (a total of not more than $15,000 for the two year period) for the maintenance of the Division of Information and Statistics in said Department, the appropriation to be charged to current income.

Pursuant to the foregoing authorization, the executive officers hereby approve of allocating to the State Department of Public Instruction of North Carolina, a sum not to exceed $7,500 for the maintenance of the Division of Information and Statistics for the year commencing July 1, 1929, payments on account of this allocation to be made by the Auditor as directed by the Secretary's office.

Approved Trevor Arnett

GA.

To the Auditor:

From Superintendent Allen's letter of July 25, 1929, it appears that the schedule for the North Carolina Division of Information and Statistics for the year commencing July 1, 1929 calls for $6,820 appotioned

as follows:

For Salary of Director (Doctor Noble)	$4,800
For Salary of clerical assistant	1,320
For Traveling Expenses	1,200
	$6,820

Will you kindly use the foregoing as a basis for making payments on account of the grant of $7,800 herein authorized for 1929-1930 and arrange for any unused portion to be lapsed by the Board at the proper time. Sums designated for salaries are to be paid quarterly in advance, the first installment going forward as soon as possible. The traveling allowance is to be remitted semi-annually and accounted for monthly, the first half likewise being paid at this time. The second half is to be paid on or about January 1, 1930. Checks are to be made payable to the State Department of Public Instruction of North Carolina and mailed to Superintendent A.T. Allen.

Approved Trevor Arnett

Wm E. Golden

LEG:HVH

NC-253

August 9, 1929

My dear Mr. Allen:

Your request for renewal of the Board's appropriation for the support of the Division of Information and Statistics, is having the immediate attention of the officers. We are hopeful that we can secure the informal approval of the Executive Committee. At any rate, action will be taken as promptly as possible and you will be notified at once.

With all good wishes,

Cordially yours,

JACKSON DAVIS

Honorable A.T. Allen
State Department of Education
Raleigh, North Carolina

JD:HR

NC-253

August 14, 1929

My dear Superintendent Allen:

This is to notify you officially that after serious consideration of the request contained in your letter of August 5, 1929, a resolution was informally adopted by the Members of the Executive Committee of the General Education Board authorizing the executive officers in their discretion to commit the Board to annual grants to the State Department of Public Instruction of North Carolina for a period of two years beginning July 1, 1929, of sums not to exceed $7,500 per annum (a total of not more than $15,000 for the two-year period) for the maintenance of the Division of Information and Statistics in said Department. Pursuant to this authorization, and in accordance with the schedule submitted with your letter of July 23, 1929, the executive officers have released the sum of $6,820 for the year commencing July 1, 1929, to be used by the Division of Information and Statistics as follows:

For salary of Director (Doctor Noble)	$ 4,500
For salary of clerical assistant	1,320
For traveling expenses	1,000
Total	$ 6,820

Following last year's procedure sums designated for salaries are to be paid quarterly in advance. The Auditor is mailing you a check today covering the first installment. The traveling allowance is to be remitted semi-annually and accounted for monthly, the first half likewise being paid at this time.

In taking favorable action of your request, it was the understanding of the Members of the Executive Committee that there was reasonable expectation that the State would be in position to provide for the support of this Division after July 1, 1931.

Very truly yours,

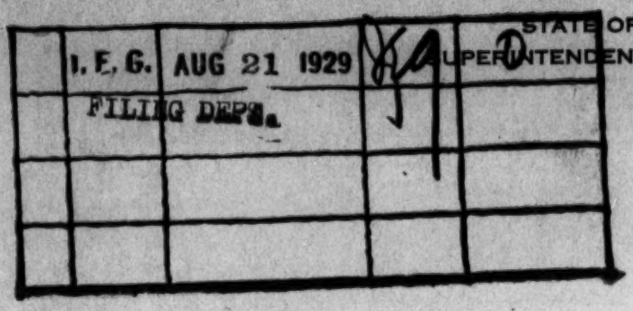
GENERAL EDUCATION BOARD

By I. E. GOLDEN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

IEG MVK

NC-251



STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

August 19, 1929

Miss Irene E. Golden
General Education Board
61 Broadway
New York City

My dear Miss Golden:

I have your telegram and your letter of August 14th. I was out of the office all last week and have just come back to my desk.

I am more highly gratified than I am able to tell you on account of the fact that the General Education Board has helped me out of a real predicament in which I suffered myself to get. That makes me very appreciative of the authority to continue this work for two more years.

I shall use every effort to cause this work to function even better than it has in the past. We are just now beginning to see our way clear, and I believe the next two years will count for more than the past three years have counted.

Again thanking you and the General Education Board most sincerely, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-253

June 27, 1930

My dear Superintendent Allen:

If you will kindly refer to my letter of August 14, 1929, you will observe that the executive officers are authorized to commit the Board to an appropriation to the State Department of Public Education of North Carolina of a sum not to exceed $7,500 for the support of the Division of Information and Statistics for the year 1930-31. Permit me to inquire if your schedule calls for all of this sum during the coming year and if so how you wish it apportioned for salary, traveling expenses and stenographic assistance. An early reply will be appreciated in order that the sum required may be released by the officers.

Very truly yours,

GENERAL EDUCATION BOARD

By IRENE E. GOLDEN

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

IEG MVK

NC-253

A	I. E. G. JUL 23 1930			7/23/30
WIRING DEPT.			✓	

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

July 21, 1930

Miss Irene Golden
General Education Board
61 Broadway
New York City

Dear Miss Golden:

I am returning herewith certain funds which have been forwarded us for the support of our Division of Information and Statistics as follows:

Refund on clerical assistance $110.00

In accordance with your letter of August 14, 1929, I should be very glad if you would send us the first quarter's allotment on this fund. As I understand it the budget is made up as follows:

Director M.C.S. Noble, Jr.	$4500.00
Stenographer - Miss Turner	1200.00
Expenses - Mr. Noble	1000.00
	$6700.00

Mr. Noble's stenographer resigned last spring and we had to employ another one. We did not pay her as much as we had been paying the first one. She seems to be a rather efficient hard working girl, and I should like, with your permission, to raise her salary to $100.00 a month in place of the $90.00 which we have been paying.

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

July 25, 1930

NORTH CAROLINA DIVISION OF INFORMATION AND STATISTICS

Appropriation 61-2327

The following resolution was informally adopted by the members of the Executive Committee on August 9, 1929, was ratified on October 11, 1929:

> RESOLVED, That the executive officers of the General Education Board be, and they hereby are, authorized in their discretion to commit the Board to annual grants to the State Department of Public Instruction of North Carolina, Raleigh, North Carolina, for a period of two years, beginning July 1, 1929, of sums not to exceed Seven thousand five hundred Dollars ($7,500) per annum (a total of not more than $15,000 for the two-year period) for the maintenance of the Division of Information and Statistics in said Department, the appropriation to be charged to current income.

Under this resolution $6,820 was apportioned for the year commencing July 1, 1929.

In a letter dated July 21, 1930, Superintendent Allen states that the budget for this Division for the year 1930-31 calls for a total of $6,700 to be apportioned as follows:

For salary of Director	$ 4,500	
For traveling expenses	1,000	
For stenographic assistance	1,200	$6,700

Pursuant to the resolution adopted August 9, 1929, the executive officers hereby approve of making available a sum not to exceed $6,700 for the Division of Information and Statistics connected with the North Carolina State Department of Education for the fiscal year 1930-31.

Approved W. W. Pierce

Trevor Arnett

IHB MVK

To the Auditor:

The sum of $6,700 herein apportioned for the fiscal year 1930-31 to the North Carolina State Department of Education is to be used by the Division of Information and Statistics as follows:

$ 4,500	for salary of Director
1,000	for traveling expenses
1,200	for stenographic assistance
$ 6,700	

The sums designated for salaries are to be remitted quarterly in advance, the first installment as of July 1 being forwarded immediately. The traveling allowance is to be remitted semi-annually and accounted for monthly - the first installment likewise being mailed at this time. Checks are to be made payable to the State Department of Education of North Carolina and forwarded to Superintendent Allen.

Approved A. H. Wheeler
Secretary

Allen E. Adams

IRB MVK

NC-253

July 31, 1930

My dear Superintendent Allen:

I am authorized to inform you that in accordance with your request of July 21, 1930, and pursuant to the Board's resolution of August 9, 1929, subsequently ratified, the executive officers have allocated a sum not to exceed $6,700 to the State Department of Public Instruction of North Carolina for the maintenance of the Division of Information and Statistics for the year commencing July 1, 1930, with the understanding that this sum is to be apportioned as follows:

For salary of Director	$4,500
For traveling expenses	1,000
For stenographic assistance	1,200
Total	$6,700

The sums designated for salaries will be remitted quarterly in advance. The traveling allowance will be remitted semi-annually and is to be accounted for monthly. The Auditor will send you a check promptly covering the installments due at this time.

Very truly yours,

GENERAL EDUCATION BOARD

By IRENE E. GOLDEN

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

IEG MVK

NC-253

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 12, 1931

Mr. Jackson Davis
804 Grace American Building
Richmond, Va.

My dear Mr. Davis:

The Budget Commission in November recommended to the General Assembly that it take over Mr. Ferguson's work and Mr. Noble's. The Appropriation Committee of the General Assembly accepted the Budget Commission's recommendation, and the bill passed the House but was held up in the Senate on account of the appropriation of $18,500,000 for public schools which the House appropriation bill carried. This carried the appropriation bill to conference. During the row about the revenue bill, the Conference Committee withheld its report and made it on the very last day the General Assembly was in session.

According to the ruling of the presiding officer of both Houses, the report of the Conference Committee could not be amended or changed. It had to be accepted or rejected. The report of the Conference Committee was accepted. It reduced the appropriation to the State Department of Public Instruction from $110,700 to an even $110,000, or a reduction of $10,700. There was, of course, no opportunity for anybody to combat the report of the Conference Committee because the boys were so anxious to get home that they would have passed anything that day.

Evidently 100,000 82

The General Education Board has been so generous with this department that I regret very much to come back to it again. I am wondering, however, if it would be possible for the General Education Board to carry for another two years the work of the Division of Information and Statistics which carried a budget of $6,700 last year. I should be glad to run up to Richmond to interview you if it is convenient. If the General Education Board can do so it would, as you see, be a great relief to this department at this particular time.

With high personal esteem and sincerest good wishes, I am

Very truly yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-253

A	W.W.B.	JUN 15 1931		6/16/31
	FILING DEPT.		✓	

June 13, 1931

Mr. A. T. Allen
State Department of Education
Raleigh, North Carolina

Dear Mr. Allen:

I have your letter of June 12 asking if the General Education Board could carry for another two years the work of the Division of Information and Statistics. The present budget of this division is as follows:

Salary for director	$4,500	
Travel	1,000	
Clerical assistance	1,200	$6,700

I note that the appropriation to your department was reduced by $10,700. If we were to carry the entire budget of the division for two years longer the amount involved would be $13,400 which is more than the amount taken out of your budget. If the Board could carry the salary of the director and traveling expenses for two more years -- $5,500 a year, $11,000 for the two years -- would it be possible for you to take over the salary of the stenographer?

I assume that you could take over the support of Mr. Ferguson if the Board could assist you a little longer with the Division of Information and Statistics.

I shall be in the office on Monday afternoon and Tuesday morning and if you would care to talk over the matter with me I should be pleased to have you run up to see me.

Cordially yours,

SIGNED JACKSON DAVIS

JD:M

CC W. W. Brierley

NC-253

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

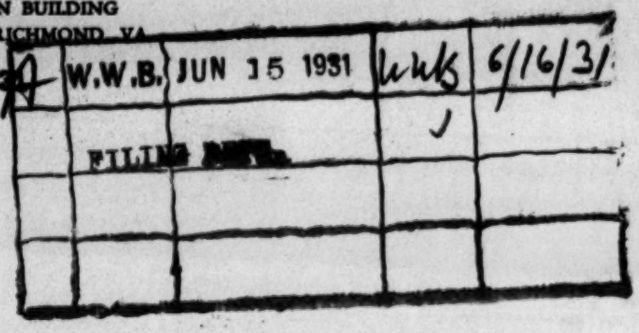
(INCORPORATED IN 1903)

804 GRACE-AMERICAN BUILDING
FOURTH AND GRACE, RICHMOND, VA

JACKSON DAVIS
Assistant Director of Education

WALTER B. HILL
Field Assistant

June 13, 1931



Mr. W. W. Brierley
General Education Board
61 Broadway, New York City

Dear Mr. Brierley:

Mr. Allen on checking up after the adjournment of the North Carolina Legislature finds the budget of his department reduced by $10,700. His letter makes clear the fact that the Legislature wanted to take over both Mr. Ferguson and Mr. Noble's budgets, but the difficulty was purely financial. The cuts made in the conference were evidently of a horizontal nature and distributed over all of the departments.

Allen asks if we could carry the budget of the Division of Information and Statistics for two more years. I raised the question with him, as you will note from my reply, whether he might not take over at least the salary of the secretary of this division. If Allen comes up to see me Monday I shall call you up and talk with you about it. Another alternative would be for the Board to carry both Mr. Ferguson's work and Mr. Noble's for one year and have the State take over both for the second year, but I believe the suggestion made in my letter is simpler.

Cordially yours,

Jackson Davis

JD:H
ENC.

MMD ✓
NC-253

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 15, 1931

Telephone 2300

Mr. Jackson Davis
804 Grace-American Building
Richmond, Va.

Dear Mr. Davis:

I have your letter of June 13th. I regret that I can not get away today or tomorrow.

The cut in our appropriation was $10,700 annually, or a total cut of $21,400 for the biennium. I have not taken the matter up with the State Board of Education. I was merely making inquiry to see whether or not we could have a way out. I regret very much to have to go back and call upon you. It was my plan to take over Mr. Ferguson on the State budget if possible.

With high personal esteem and sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

COPY

(Original in 642)

NC-253

June 16, 1931

Dear Mr. Davis:

* *

No action will be taken on Superintendent Allen's request for the continuance of the Board's appropriation for two years for the Division of Information and Statistics of North Carolina until further word from you or him is received.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
804 Grace-American Building
Richmond, Virginia

WWB:KBO

NC-253

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED IN 1903)

804 GRACE-AMERICAN BUILDING
FOURTH AND GRACE, RICHMOND, VA.

JACKSON DAVIS
Assistant Director of Education

WALTER B. HILL
Field Assistant

New York
June 19, 1931

Dear Mr. Brierley:

Just before leaving Richmond I had a conference with State Superintendent Allen of North Carolina, over the telephone. Mr. Allen stated that the budget for his department had been cut $10,700 a year, which makes a total of $21,400 for the biennium. He requests the Board to carry the entire budget of the Division of Information and Statistics, $6,700 a year, for two years, a total of $13,400. Mr. Allen said that he could take care of everything else through certain readjustments in the department.

Sincerely yours,

Jackson Davis

Mr. W.W. Brierley
61 Broadway
New York City

JD:DD

NC-253

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

G.E.B. No. 58
June 24, 1931

Since the meeting of the Executive Committee on May 22, 1931, the officers have conferred with the authorities of the State Departments of Education of North Carolina and Texas with reference to their requests for the continuance of the Board's support for certain administrative divisions:

North Carolina

Superintendent Allen informed the officers that provision for taking over the Division of Information and Statistics was included in his recommendations to the Appropriation Committee. The Legislature took no exception to this inclusion in the Department's budget providing for the support of this Division. Owing to financial difficulties, however, it was deemed advisable not to do so at this time. The appropriation made to the State Department of Public Instruction was reduced by $10,700 annually or a total of $21,400. The State has made provision for the salary and expenses of the second state agent for rural schools for Negroes (Mr. Ferguson) at the rate of $4800 annually. Superintendent Allen requests the Board to continue its support for the Division of Information and Statistics for two years longer.

Texas

At the recent session of the Legislature the customary appropriations were made for the State Department of Education to cover the items at present being provided for by State funds. At first it was deemed advisable to make a reduction of from five to ten per cent. in salaries. After consideration, however, no action was taken on this matter. The appropriations voted by the Legislature were made almost entirely on the basis of those for the preceding biennium with practically no provision for new items. Superintendent Marrs plans to confer with the Governor with a view to the State providing for the support of the Division of Schoolhouse Planning and Construction at the next session. In the meantime owing to the importance of the work being done by this Division, Superintendent Marrs requests the Board to continue its appropriation two years longer in order that there may be no interruption in the service which it is rendering to the State.

G.E.B. 27 SM 9-29

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

In pursuance of authorization from the Executive Committee on May 22, 1931, the executive officers hereby release the following appropriations and instruct the Secretary to write suitable letters covering said releases:

1 - North Carolina State Department of Education

the sum of $6,700 per annum, or so much thereof as may be needed, for a period of two years commencing July 1, 1931 (a total of $13,400) for the Division of Information and Statistics, the maximum annual sum being apportioned as follows:

For the salary of Director	$4,500	
For stenographic assistance	1,200	
For traveling expenses	1,000	$6,700

2 - Texas State Department of Education

the sum of $6,900 per annum, or so much thereof as may be needed, for a period of two years commencing July 1, 1931 (a total of $13,800) for the Division of Schoolhouse Planning and Construction, the maximum annual sum being apportioned as follows:

For the salary of Director	$3,600	
For salary of Drafting Clerk	2,500	
For traveling expenses	800	$6,900

Approved _____ Secretary

_____ Vice-President

_____ President

IRB MVK

C
O
P
Y

(Original in Tex 96)

NC-253

June 24, 1931

My dear Mr. Favrot:

I was glad indeed to get your letter of June 18 in regard to the continuation of the Board's appropriation for the Division of Schoolhouse Planning and Construction in Texas. The authorization covering this allocation and the one for North Carolina's Division of Information and Statistics is being prepared today. As soon as Mr. Arnett and Mr. Brierley have signed it, the letter ot notification will go to Superintendents Allen and Marrs. Copies of the authorization and letters of notification will be sent to you and Mr. Davis later.

Very truly yours,

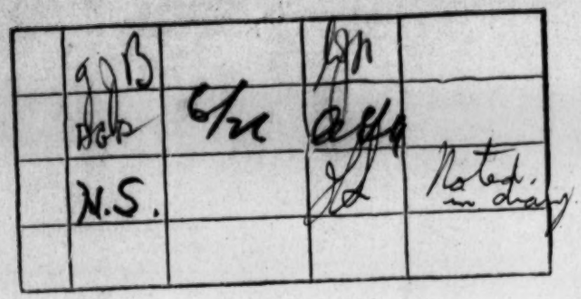
GENERAL EDUCATION BOARD

By Irene E. Golden

Mr. Leo M. Favrot
910 Louisiana Bank Building
Baton Rouge
Louisiana

IEG MVK

NC-253



June 25, 1931

My dear Superintendent Allen:

I desire to inform you that favorable action has been taken on your request to the General Education Board for a continuation of its appropriation for the support of the Division of Information and Statistics for two years longer. In pursuance of authorization from the Executive Committee on May 22, 1931, there has been made available to the State Department of Education of North Carolina for the maintenance of said Division of Information and Statistics the sum of $6,700 per annum for a period of two years beginning July 1, 1931, (a total of $13,400), the maximum annual sum being apportioned as follows:

For salary of Director	$4,500	
For stenographic assistance	1,200	
For traveling expenses	1,000	$6,700

Payments will be made by the Auditor as heretofore.

The appropriation herein reported was made with the understanding that at the termination of the two-year period the State Department will assume the full support of this Division.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

FORM G E B. 23

NC-253

INTERVIEWS: Hon. A. T. Allen, State Superintendent of Education
Jackson Davis
Raleigh, North Carolina, December 12, 1931

Regarding Salary of N. C. Newbold.

Mr. Allen stated that he wanted the full appropriation of the GEB sent on as usual. The cut in salaries has affected all persons on his staff. He had not felt it wise to make an exception in the beginning, but he intends to take the matter up in January or February and wants to have the full amount available for Mr. Newbold and Miss Peacock (now Mrs. Douglas). I told him that the money could not be used for any other purpose, and that we should like them to have the amount agreed upon, particularly in the case of Mr. Newbold, but that it was a matter for him to decide and we should be governed by his wishes.

J. D.
Jackson Davis

JD:F

(Original in Ark 50)

NC-253

April 22 1933

Mr. W. W. Brierley
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

At the Executive Committee meeting on April 13, emergency grants for extending aid to state divisions were granted for all except four that expire June 30, 1933 or thereabouts. These four divisions are the following:

Arkansas	Division of Information and Statistics,- not to exceed $4,800 a year, for two years	$9,600
Missouri	Division of Negro Education,- not to exceed $5,500 a year, for two years	$11,000
North Carolina	Division of Information and Statistics- not to exceed $6,700 a year, for two years	$13,400
Texas	Division of Schoolhouse Planning and Construction,- not to exceed $6,900 a year for two years	$13,800
	Total,	$47,800

The application from Superintendent C. H. Hirst of Arkansas for the extension of the Division of Information and Statistics was received by me in New York and turned over to you.

I am inclosing, herewith, the application of Superintendent Chas. A. Lee of Missouri for the extension of the expenses of the Division of Negro Education for another four-year period. I do not think we should grant this extension beyond a two-year period and I am writing Mr. Lee that it is my opinion that the officers will not recommend a longer extension.

I have not received an application for the extension of the Division of Information and Statistics in North Carolina, but I had a conference with Superintendent A. T. Allen on April 9 and he told me that he intended to submit an application for extending this division two years.

Superintendent L. A. Woods of Texas has included in his budget for the next two years an appropriation to enable him to carry on work corresponding to that done by the Division of Schoolhouse Planning and Construction in Texas. At my last interview with Superintendent Woods, he was not inclined to continue the present personnel of that division. I made it clear to him that the only condition under which the Board might grant some extension for the support of that division would be the retention of the present personnel. I have to be in Marshall, Texas, on Friday, May 5, and will arrange to go on to Austin to have a conference with Superintendent Woods about this matter on May 6. I shall be in position to wire you then whether Superintendent Woods consents to retain the services of Mr. Horn in that division, and what amount would be required to continue this service at its present level in Texas.

I have just received your telegram announcing the meeting of the Executive Committee on May 12 and realize that all information will have to be in your hands at that time. I expect to see Mr. Davis and Mr. Hill at Hampton Institute next Thursday and will discuss this matter with them further.

Yours very cordially,

(Signed) LEO M. FAVROT

LMF:FH

Inclosure

Copy to Mr. Jackson Davis

(Original in Ark 50)

NC-253

COPY

April 24, 1933

Dear Favrot:

This morning I received your letter of April 22 about continuing administrative divisions in Arkansas, Missouri, North Carolina and Texas. You probably will recall that the resolution adopted by the Board setting up $200,000 for this purpose limits support during the period July 1, 1933 to December 1, 1935.

We shall be on the lookout for a letter from Superintendent Allen and shall await further word from you covering your conference with Superintendent Woods. We shall then proceed to have the items written up for the Executive Committee meeting.

Sincerely yours,

W. W. BEINECKE

Mr. Lee M. Favrot
910 La. National Bank Building
Baton, Rouge, Louisiana

WWB:HBO

JUN 22 1933 ✓

NC-253

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 25, 1933

A	WWB	4/27/33	WWB	4/27/33
	ACT		ACT	

Mr. W.W. Brierley, Secretary
General Education Board
61 Broadway
New York City

My dear Mr. Brierley:

In Re: Division of Information and Statistics

The General Assembly of North Carolina is now in session. It has not passed a revenue bill, but it has passed an appropriation act. This appropriation act fixes the appropriation for this department at $56,900 against an appropriation in 1931 of $100,000 and an expenditure this year of $70,000; and against an appropriation in 1929 of $130,000.

We made an effort to get a part of the work that has been carried by the General Education Board taken over by the General Assembly. In place of doing that the pressure for economy was so great that they imposed upon our people a salary cut of 38 per cent from what they were receiving in 1931. You see from this, therefore, that we shall not be able to take over any of this work. I sincerely hope that the General Education Board will be able to continue its appropriation for two more years as follows:

Salary of Director	$4,500
Stenographer	1,200
Travel	1,000
Total	$6,700

I, of course, understand that the General Education Board can not carry this work indefinitely, but I should like very much to see it continued for another two years.

Thanking you for many favors, and with high personal esteem, I am

Very sincerely yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

(Original in N C 249)

NC-253

April 27, 1933

My dear Superintendent Allen:

I am acknowledging your three letters dated April 25, 1933, pertaining to the following:

1) High School Inspector for Colored Schools (Mr. Trigg) - continuation of his work for another two years

2) Division of School Libraries - allocation for 1933-1934

3) Division of Information and Statistics - continuation of this division for two more years at the rate of $6,700 per annum.

In connection with item 1) you have no doubt by now received my letter of April 25 informing you that $3,250 was made available for the salary and travel and other expenses of the High School Inspector for Colored Schools.

Item 2) will have the attention of the officers, and item 3) will be brought to the attention of the Executive Committee at its next meeting, when I shall write you.

Very truly yours,

W. W BRIENLEY

Superintendent A. T. Allen
Department of Public Instruction
Raleigh, North Carolina

WWB:HEO

MAY 18 1933

NC-253

April 27, 1933

Dear Davis:

I enclose copies of letters I received this morning from Superintendent Allen of North Carolina asking for an appropriation for the continued support of the Division of Information and Statistics for two years and for the allocation of $5,775 for the Division of School Libraries for 1933-1934.

Inasmuch as the reduced state appropriation will make necessary a cut of 38 per cent. in the salaries of members of the state superintendent's staff, the question naturally arises whether the salary of the director of the division supported by the General Education Board should not also be reduced. Mr. Stevens has the feeling that otherwise the director of this division would certainly stand out as being a Board man. Is not the same true for the state agents for Negro rural schools.

In the case of Mrs. Douglas the salary suggested is in accord with the understanding reached when she was appointed as head of the Division of School Libraries. I mention it, however, not knowing whether changed conditions would warrant consideration of a modification of the original schedule.

In relation to Mr. Trigg, for whom the Board authorized a maximum appropriation of $2,500 for salary for 1932-1933, we have a letter from Superintendent Allen dated August 18, 1932, stating "under the law in North Carolina I am not authorized to fix the salary. That is fixed by the Director of Personnel whether the money comes from a Foundation or from State funds." Later, the Director of Personnel authorized a salary of $2,250 per year, effective July 1, 1932, which is the same amount made available by the officers for 1933-1934.

You may consider it advisable to write to Mr. Allen so as to be clear on this point before we present his recent request to the Executive Committee for continuation of the Board's support of the Division of Information and Statistics.

Sincerely yours,

Mr. Jackson Davis
804 Grace-American Building
Richmond, Virginia

W. W BRIERLEY

TELEPHONE CONVERSATION WITH MR. A. T. ALLEN

May 5, 1933

Mr. A. T. Allen stated that the salaries of the staff of the State Department of Education paid by State funds had been reduced 38%. The Department budget was cut 60%. I told Mr. Allen that I had seen his letters of April 25 requesting a renewal of the Board's appropriations for the Division of Information and Statistics and the Division of School Libraries. I asked if he still wished the budget and salaries to remain according to these letters. He said he did.

I later telephoned Mr. W. W. Brierley and reported the above conversation with Mr. Allen and asked him to correct my statement in my letter of May 4 as to salaries from State funds. I told him I approved Mr. Allen's request as stated in his letters.

JACKSON DAVIS

JD.

JD:H

MAY - 6 1933

NC-253

A	W.W.B.	MAY 5 1933	wwB	5'5'33
		FILING DEPT.	✓	

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED IN 1903)

804 GRACE-AMERICAN BUILDING
FOURTH AND GRACE, RICHMOND, VA.

JACKSON DAVIS
Assistant Director of Education

WALTER B. HILL
Field Assistant

May 4 1933

Mr. W. W. Brierley
General Education Board
61 Broadway, New York City

My dear Brierley:

This is my first opportunity to reply to your letter of April 27 with copies of State Superintendent Allen's request for the Divisions of Information and Statistics, School Libraries and for Mr. Trigg's work as inspector of colored high schools. I have just got back to the office and put in a call to Mr. Allen. He is out, but will be back tomorrow at which time I will talk with him.

However, I talked with Messrs Favrot and Hill, and also mentioned the matter to Mr. Arnett. It is our understanding that the salaries of the staff have not been reduced 38%, but that the total budget of the department has had to suffer a cut of 38%. Mr. Allen has adjusted this to protect his staff as much as possible. He requests that the salaries of the persons paid by the General Education Board be continued at the regular rate stated in his letters. They are all well-trained and capable persons and are not overpaid. Moreover, this action on our part will make it easier for Mr. Allen to restore the salaries of the persons now paid by the State to the former rate of compensation when the financial condition of the State improves.

With best wishes,

Cordially yours,

Jackson Davis

JD:H

MAY - 6 1933

NC-253

May 5, 1933.

Dear Davis:-

In accordance with your letter of May 4th, we are including Mr. Allen's request for continued support of his Division of Information and Statistics in the docket for the Executive Committee. You will observe that in his letter to me of April 25th, he said "that the pressure for economy was so great, that they imposed upon our people a salary cut of 38% from what they received in 1931." I showed your letter to Mr. Stevens.

Very truly yours,

W. W. BRIERLEY

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia.

WWB GMC

JUN 22 1933

NC-253

May 17, 1933

My dear Superintendent Allen:

At a meeting of the Executive Committee of the General Education Board held May 12, 1933, the officers presented your letter of April 25, requesting the Board to continue its support of the Division of Information and Statistics for two years.

I am glad to inform you that the Committee authorized for this purpose a grant of $6,700 per annum, or as much thereof as may be needed, for a period of two years beginning July 1, 1933, the apportionment of the grant according to use to be as follows:

For salary of director	$4,500
For stenographic service	1,200
For traveling expenses	1,000

You will note that this is a maximum grant. Should there be any reduction in the expense of the division by reason of changes in salary schedule, or by reason of assumption by the state of part of the expense, the officers would expect to be so informed in order that they may make available only as much of the Board grant as is needed to cover the decreased expense. Payments will be made according to the procedure followed heretofore, or in such manner as may be determined by our Auditor when the new grant becomes effective.

Favorable action on your request was taken by the Committee with the understanding that the General Education Board would not be called upon for further aid to this division. We should be glad to have word from you that this is also your own understanding of the matter.

Sincerely yours,

W. W. ETHERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh, North Carolina

WWE:BG

JUL - 7 1933

NC. 253

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED IN 1903)

804 GRACE-AMERICAN BUILDING
FOURTH AND GRACE, RICHMOND, VA.

JACKSON DAVIS
Assistant Director of Education

WALTER B. HILL
Field Assistant

W.W.B. JUN 14 1933
June 13, 1933
FILING DEPT.

Mr. W. W. Brierley
General Education Board
61 Broadway, New York City

Dear Mr. Brierley:-

State Superintendent A. T. Allen of North Carolina has informed me that Mr. M. C. S. Noble has resigned as Director of the Division of Information and Statistics in his department, to accept a position with the Department of Revenue. Mr. Allen wishes to appoint Dr. James E. Hillman to succeed Mr. Noble. There is, however, some question as to the advisability of the Board's continuing aid for this division under a new director, in view of the discouraging outlook as to the state's taking over the support of the work at the end of the period.

I want to discuss this matter with you and Favrot tomorrow.

Sincerely yours,

J.D.

JD-W

NC-253

JUN 23 1933

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

June 22, 1933

Mr. Beal:

I spoke with Mr. Arnett about the attached letter from Mr. Davis, in which he reports that Mr. Noble has resigned as Director of the Division of Information and Statistics of North Carolina, and he informed me of a talk he had with Mr. Davis. It was agreed that no further payments should be made to the State Department of Education of North Carolina for this Division. I assume that Superintendent Allen will be asked for a statement of accounting of this Division for 1932-1933 and for the return of any unused portion of the Board's grant.

W W BRIERLEY

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SEP 27 1933

INTERVIEW: Superintendent A. T. Allen and Leo M. Favrot

Raleigh, North Carolina - June 22, 1933

Re: Curriculum Study in North Carolina and Division of Information and Statistics

On June 10, 1933, Superintendent Allen wired Mr. Jackson Davis that Doctor M. C. S. Noble, Director of the Division of Information and Statistics, had resigned to take a position in the State's Department of Revenue and requested that Doctor Hillman of his Department be appointed in Doctor Noble's place to devote his time to the curriculum study for the State. After informal discussion of this request among the officers, it was suggested that L.M.F. call on Superintendent Allen to discuss this matter at the first opportunity.

L.M.F. explained to Mr. Allen that the Board's action in extending the appropriation for the support of the Division of Information and Statistics was prompted to a considerable extent by their desire not to see a good man suddenly thrown out of employment. Since Doctor Noble resigned to accept another position in the State, and since it was not the intention of the Board to continue this appropriation beyond the two-year period, the officers did not feel justified in approving the appointment of any one to fill this position for the period of two years. Gratification was expressed that Doctor Noble was in position to continue to render service to the State along the line for which he was trained. Superintendent Allen stated that the Educational Commission in North Carolina was now charged with the responsibility for financing the school system, and that it was no longer necessary to have as a member of the Department staff a man undertaking to do the specific work that Doctor Noble has been carrying on. It was pointed out by L.M.F. that an appropriation made specifically for the support of a division of information and statistics could not legitimately be used to pay the salary of a man who would work primarily in the field of curriculum study.

Superintendent Allen presented the need of the State for a more adequate curriculum in view of the changing times. He stated that the Legislature had taken into its own hands the matter of financing the schools of North Carolina without much regard for the views of the leading school men of the State. He said that if he gauged aright the temper of this Legislature,

it might, at its next session, undertake to set up what the schools should teach. This made it imperative, in his judgment, that the school authorities be ready to submit a carefully prepared curriculum, particularly for the elementary school. He said that in order to do this task adequately, outside assistance would be required, and he expressed the hope that the General Education Board would make an appropriation to help finance the study.

L.M.F. pointed out that this request had come too late for consideration before September, 1933, and stated that the Board had made appropriations for this purpose in other states but had recently denied one request for aid of this kind and discouraged another. Before the officers could recommend favorable action on such a request, it would be necessary to present a definite plan of procedure in working out this course. L.M.F. called attention to the work being done by the State of Virginia and thought it might be unnecessary to repeat some of the preliminary and foundational work. He spoke of the service rendered by the Division of Surveys and Field Studies at George Peabody College for Teachers and thought these services would be available for consultation. He also spoke of the value of cooperation with the teacher training agencies and teachers of the State in planning a new course of study. Doctor Hillman, a member of the State Department staff, whom it is proposed to have direct this curriculum study, appears to be excellently qualified for the work. He has his Ph.D. degree in Elementary Education and has been for several years directing teacher training and certification in the State Department. He is now for the second summer teaching in the summer school at Duke University, and it is reported that his work is of a high order and in great demand. Doctor Edgar Knight of the University of North Carolina is to be named by President Graham as director of teacher training in the three institutions under his direction. It was suggested that Doctor Knight's services might be enlisted in this task.

Superintendent Allen said that as soon as Doctor Hillman had completed his work at Duke University, he would begin work on preliminary plans for the production of this course, and that early in September a request will be submitted to us for such financial aid as might be required.

Superintendent Allen had submitted a request for short-term fellowship aid this summer for Miss Parrot, a member of his staff. He was told that this fund was practically exhausted, and that except for some last-minute resignation there would be no money available for this purpose.

Leo M. Favrot

Baton Rouge, Louisiana
June 24, 1933

COPY

(Original in Ga 277)

NC-253

GENERAL EDUCATION BOARD

804 Grace-American Building

Richmond, Va.

October 25, 1933

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

Dear Mr. Brierley:-

Please see to it that the unused balances in the following accounts remain to the credit of the items under which they were placed in the budget for the Program for the Southern States:

Georgia - Division of School Buildings - unused balance from September 5, 1933 through June 30, 1934.

N. Carolina - Division of Information and Statistics - unused balance from July 1, 1933 through June 30, 1935

The question with regard to the Division of Negro Education in Missouri is still unsettled, but please bear this in mind in connection with the credit of unused balances.

Sincerely yours,

(Signed) J. D.

W

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(Original in Ga 277)

NC-253

November 3, 1933

My dear Mr. Davis:

I am replying to your letter of October 25. The Board's appropriation to the State Department of Georgia for the support of Schoolhouse Planning and Construction was a separate appropriation, so that the officers are required to allow any unused portion to lapse.

In the case of the appropriations for the two divisions in North Carolina and Missouri, these sums were allocated from the fund of $200,000, so that any part not required will revert to the fund.

I am referring this letter to Mr. Beal who will have it noted in his records.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
804 Grace-American Building
Richmond, Virginia

WWB:KBO

Copy to LMF

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(Original in Ga 277)

NC-253

To: Mr. Brierley
From: Mr. Askey

October 31, 1933

In reference to Mr. Davis' letter of October 25, these appropriations will not be lapsed until authorized by the officers but will be included in our statement of lapses after the expiration date.

(Signed) A. G. ASKEY

AGA
LBO

NC 253 Division of Information and Statistics - Reports

Box 119 Folder 1082

NC-253

Educational Publication No. 139—Div. of Information and Statistics No. 2

CURRENT REPORTS ON ACTIVITY PROGRAMS, PROJECTS, RESEARCH STUDIES, ETC., IN NORTH CAROLINA

M. C. S. Noble, Jr.
Director of the Division of Information and Statistics

For the Scholastic Year 1928-1929

Volume II

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

Dr. M. C. S. Noble, Jr., Director of the Division of Information and Statistics, has listed the current reports of activity programs, special projects and research studies which are being carried on in connection with the schools of the State. It is very gratifying that with the coöperation of the school officials the total number of these reports has within two years gone beyond 500.

For the school year 1927-28 the list consisted of 136 projects. This was mimeographed and given limited circulation. In view of the fact that there were 380 additional projects reported for the year 1928-29, it is thought best to print a résumé of these additional activities.

The fine coöperation of the administrative officers and the teachers of the public schools, together with the institutions of higher learning has been very gratifying. The rapid grewth of this movement indicates that the schools of the State are being studied more intensively than ever before. The mere listing of the studies appear to have produced a most desirable effect. It is hoped that this list will give further stimulation to studies of this type from which will finally be developed a spirit of research and investigation of sufficient momentum to cause needed reform to come from within rather than from without.

It is hoped that a still wider list, including all parts of the State, may be incorporated in the next report. Dr. Noble will be glad to render such assistance as time will permit to any one desiring to enter upon an enterprise of this kind. Any person who has a particularly interesting piece of work to start is invited to visit or write him.

A. T. Allen

State Superintendent Public Instruction.

August 12, 1929.

CURRENT REPORTS ON ACTIVITY PROGRAMS, PROJECTS, RESEARCH STUDIES, ETC., IN NORTH CAROLINA

VOLUME II

(Reports for the School Year 1928-1929)

FOREWORD

In 1927-1928 Volume I of this Report was released. Volume II limits itself to studies conducted during the school year 1928-1929.

To those who would "learn by experience" this Report represents an opportunity to learn about a great number of educational studies which have been conducted in North Carolina and to find out who conducted these studies and where they were conducted. The readers of this Report are urged herewith to take advantage of this opportunity by exchanging experiences—by writing and visiting—with those persons who have conducted studies which deal with some professional problem in which the reader is particularly interested.

The general outline of this Report, by source groups, is as follows:

Study No.	Page
137-288—Reports from County School Systems	3-19
289-379—Reports from Special Charter Districts	20-29
380-447—Reports from the State Department of Public Instruction	30-34
448-462—Reports from the North Carolina Education Association	35-36
463-506—Reports from Institutions of Higher Learning (White)	37-41
507-521—Reports from Institutions of Higher Learning (Negro)	42-44

A

REPORTS FROM COUNTY SCHOOL SYSTEMS

Buncombe

137. Investigations in Teaching. By: S. O. Wilde, Principal, Emma School, Rt. 4, Asheville, N. C.; C. C. Marr, Principal, Sand Hill School, West Asheville, N. C.; C. F. Jervis, Principal, Woodfin School, Rt. 1, Asheville, N. C.; F. A. Penland, Principal, Oakley School, Biltmore, N. C.; Thomas Roberson, Principal, French Broad School, Alexander, N. C.; Edward Warrick, Principal, Candler School, Candler, N. C.; Miss Mary Blackstock, Grammar Grade Supervisor, Asheville, N. C., and Mrs. Elizabeth Morriss, Elementary Supervisor, Asheville, N. C. **Aim:** (1) To set up some of the supervisory objectives which principals may reasonably attempt to attain in the time at their disposal; (2) To determine those activities which may well be delegated to someone else in order to gain more time for supervisory activities. **Schools Involved:** Buncombe County Schools. **Results:** (No description of results furnished.)

138. Our Tour Through South America. By: Mrs. John H. Stevens, seventh grade teacher. **Aim:** Ability of pupils to know and to appreciate South America and its people. **Schools Involved:** Woodfin School, Asheville, N. C. **Results:** (No description of results furnished.)

139. Some Attainable Objectives in Six Supervisory Activities in the Elementary Grades by Principals of Eleven Grade Schools. By: C. F. Jervis, Woodfin School, Rt. 1, Asheville, N. C.; E. N. Howell, Swannanoa, Black Mountain, N. C.; Edward Warrick, Candler High School, Candler, N. C.; Claude Marr, Sand Hill School, West Asheville, N. C.; O. S. Dillard, Leicester School, Asheville, N. C.; T. C. Roberson, French Broad School,

Alexander, N. C.; S. O. Wilde, Emma School, Rt. 4, Asheville, N. C.; F. A. Penland, Oakley School, Biltmore, N. C. **Aim:** To set up some attainable objectives in the supervisory activities of principals in the elementary grades. **Schools Involved:** Buncombe County Schools. **Results:** A clearer understanding by the principals of the teachers' needs and wishes and increased ability to give the teachers definite and practical assistance in their problems; more time given to supervision.

140. A Thrift Project. **By:** Mrs. R. B. Williams, primary teacher, Fairview, N. C. **Aim:** To provide life experiences in number and thrift of interest and value to first grade children. **Schools Involved:** Fairview High School, Fairview, N. C. **Results:** (No description of results furnished.)

Cabarrus

141. Indian Project. **By:** Miss Elizabeth Todd, first grade teacher, Harrisburg, N. C. **Aim:** To give children means of expression through activity. **Schools Involved:** Union Schools, Harrisburg, N. C. **Results:** Studied life of Indians, built wigwams, made weapons, Indian suits, learned Indian dance, drew Indian pictures, etc.

142. Study of Transportation. **By:** Mrs. Kathryn Foil, sixth grade teacher, Mt. Pleasant, N. C. **Aim:** To show evolution of travel. **Schools Involved:** Mt. Pleasant Union School. **Results:** Collected material for references, pictures, books, etc. Made models of viking boats, Columbus boats.

Carteret

143. Activity Work in North Carolina Rural Schools. **By:** Margaret Gustin, Supervisor of Carteret County Schools; Margaret Hayes, Supervisor of Craven County Schools. **Aim:** To map out program of activity work for rural schools. **Schools Involved:** Carteret County Schools and Craven County Schools. **Results:** Program achieved.

144. Character Education. **By:** Margaret Gustin, Rural School Supervisor, Beaufort, N. C. **Aim:** Improvement of character. **Schools Involved:** Carteret County Schools. **Results:** County honor school system has caused many improvements and many schools are kept in better condition.

145. Free Activity Work. **By:** Ruthe Tyler, first grade teacher; Annie Wilcox, first grade teacher. **Aim:** Give the child a better opportunity for self-expression and fuller development. **Schools Involved:** Newport Consolidated Schools, Newport, N. C. **Results:** (No description of results furnished.)

Chowan

146. Mortality of Two-Teacher Schools. **By:** Miss Nancy Devers, State Supervisor of Elementary Instruction. **Aim:** To study retardation. **Schools Involved:** All rural white elementary schools. **Results:** One test given.

147. Standard Tests in Second and Third Grades. **By:** Mrs. Fannie Yates, primary teacher. **Aim:** Ability in spelling changed very much. To find speed of reading and power of thought. **Schools Involved:** Yeopim School, R. F. D., Edenton, N. C. **Results:** All primaries moved up between first and second tests, 1 to 2 grades in ability.

148. Stanford Achievement Tests. **By:** Annie Laurie Gorley, Principal, Yeopim School. **Aim:** Difference in ability of grades, considering age, time, and class record. **Schools Involved:** Yeopim School, R. F. D., Edenton, N. C. **Results:** That a fifth and sixth grade could easily be united to cover same ground. That 15 difference on different boys between forms A and B, results graphed.

149. Study of Attendance. **By:** Miss Elizabeth Smith, Division of Attendance, State Department. **Aim:** Causes of irregular attendance and how to avoid them. **Schools Involved:** All rural white schools in Chowan County. **Results:** Plans presented to Parent-Teacher Association.

Columbus

150. Historical Legends About Columbus County. By: Estelle Mason, teacher, Teacher Training Class, Whiteville, N. C. Aim: See title. Schools Involved: Whiteville, N. C. Results: Collection of tales about the naming of certain places, stories about localities, etc., resulted in a book (mimeographed) of such tales. (Some material not authentic.)

151. Strawberries. By: Estelle Mason, teacher, Teacher Training Class, Whiteville, N. C. Aim: See title. Schools Involved: Whiteville, N. C. Results: A unit of work centering about the origin, culture, and marketing of strawberries. The big trucking crop of Columbus County.

Craven

152. Activity Work in North Carolina Rural Schools. By: Margaret Gustin, Rural School Supervisor, Carteret County; Margaret Hayes, Rural School Supervisor, Craven County. Aim: To map out program of activity work for rural schools. Schools Involved: Carteret County and Craven County schools. Results: Program achieved.

153. An Activity Program in North Carolina Rural Schools. By: Margaret Hayes, Rural School Supervisor, Craven County; Margaret Gustin, Rural School Supervisor, Carteret County. Aim: To organize work for teachers doing this work. Schools Involved: Dover, Brinson Memorial, and Croatan Schools in Craven County and Newport School in Carteret County. Results: Bulletin.

154. Study of Problem Cases in Craven County. By: Margaret Hayes, Rural School Supervisor Craven County; R. S. Proctor, County Superintendent of Craven County. Aim: To overcome difficulties of children who are not learning satisfactorily. Schools Involved: All consolidated schools in Craven County. Results: Data all complete.

155. Study of Problem Cases in Craven County. By: Margaret Hayes, Rural School Supervisor, Craven County. Aim: To help this group of pupils. Schools Involved: All large schools in Craven County. Results: All finished but checking on results and writing up.

156. System of Athletics for Craven County Schools. By: Proposed by Donerson—Hawkins Post No. 34, American Legion and adopted by County Superintendent of Schools and the Health Department. Aim: See title. Schools Involved: Craven County Schools. Results: (No description of results furnished.)

Currituck

157. Citizenship. By: Mrs. Katherine M. Steele, Principal. Aim: To form good habits (valuable in any member of community). Schools Involved: Knotts Island Schools, Knotts Island, N. C. Results: Great improvement in industry, responsibility, courtesy, type of school lunch, etc.

158. A Community Program in Agriculture. Also Projects in Agriculture for Fifth and Sixth Grades. By: Emory Smith, Teacher of Agriculture, and T. B. Elliott, Teacher of Agriculture. Aim: To improve farm procedure and enrich lives of farmers. Schools Involved: Poplar Branch and Moyock Secondary Schools. Results: (No description of results furnished.)

159. Health Project. By: Idell Buchan, County School Nurse. Aim: To improve health of school children. Schools Involved: Consolidated schools in Currituck County. Results: (No description of results furnished.)

160. Home-Making. By: Martha Metcalf, Supervisor of Home Economics. Aim: To learn standards of providing food, shelter, clothing. Schools Involved: Consolidated schools of Currituck County. Results: Consciousness of higher standards created by pupil participation in meal-planning, cooking and sewing, by making doll's garments, care of kitchens, etc.

Davidson

161. Art Exhibit and Picture Recognition Contest. By: Mrs. W. C. Harward, Grammar grade teacher. Aim: To arouse interest in worthwhile pictures. Schools Involved: Elementary. Results: Art appreciation, language, written and oral, spelling, reading from various sources.

Davie

162. "Made in Carolina." By: Miss Sallie Hunter, Sixth grade teacher. Aim: To teach industries of North Carolina. Schools Involved: Mocksville Graded Schools, Mocksville, N. C. Results: Interest aroused and much information gained on industries and geography of North Carolina.

Durham

163. Activity Program of First Grade, 1928-1929. By: Mrs. E. L. Cox, Jr., First grade teacher. Aim: To enlarge children's experience—subject matter an outgrowth of their activities. Schools Involved: Holt School, Rt. 2, Durham, N. C. Results: A year's program completed—based upon such interests as, a play house, farm, pets, holidays, dramatization, city life, school, garden, chapel program.

164. Civics—City Life as Related to Rural Life. By: Miss Dora Shaw, Second grade teacher. Aim: To show relation of city to country life. Schools Involved: Holt School, Rt. 2, Durham, N. C. Results: Have worked out City of Durham and various civic departments, post office, stores, churches, etc.

165. Farm Project. By: Mrs. O. F. Ross, First grade teacher, Bragtown, N. C. Aim: Center curriculum of first grade around it. Schools Involved: Elementary Schools. Results: (No description of results furnished.)

Edgecombe

166. Retardation, Repeating. By: All rural elementary white teachers. Aim: To discover status of rural schools as regards, retardation, repeating and causes. Schools Involved: All white elementary schools in Edgecombe County. Results: (No description of results furnished.)

167. Retardation Study of Rural Elementary Pupils of Edgecombe County. By: Helen Dunlap, Rural School Supervisor. Aim: To decrease overageness and retardation in the rural elementary schools of Edgecombe County. Schools Involved: Edgecombe County Schools. Results: Information secured as to retardation and its causes in the rural elementary schools of Edgecombe County.

Guilford

168. Analysis of Colfax Schools. By: W. H. Cude, Principal, Colfax School. Aim: To find status of Colfax School. Schools Involved: Colfax School, Guilford County. Results: (No description of results furnished.)

169. Analysis of Health Education in Guilford County. By: Miss Reba Harris, Director of Professional Study Courses for Guilford County, and Miss Nettie E. Brogdon, Rural School Supervisor. Aim: To make an objective analysis of factors and forces and natural solutions within the home and school and community which effects the health of the child. Schools Involved: Elementary Schools of Guilford County. Results: A composite of data found in each school and in the county as a whole.

170. Big Unit Teaching in Elementary Grades. By: Miss Miriam McFayden, Director of Professional Study Course, and Miss Nettie E. Brogdon, Rural School Supervisor. Aim: To enrich the curricula. Schools Involved: ——————Results: (No description of results furnished.)

171. Bulletin of Guilford County Principals (papers read at Guilford County Educational Conference, September, 1928). By: T. R. Foust, Superintendent of Guilford County Schools; Nettie E. Brogdon, Rural School

Supervisor. All Guilford County principals. **Aim:** Conference of principals held in order that "they might become better acquainted with their job in relation to elementary schools." **Schools Involved:** Guilford County Schools. **Results:** Mimeographed report of proceedings.

172. Causes for the Failures of First Year High School Pupils at the End of First Semester. **By:** Nettie E. Brogdon, Rural School Supervisor. **Aim:** To determine why first year high school pupils have failed. **Schools Involved:** All high schools in Guilford County. **Results:** (No description of results furnished.)

173. A Study of Educational Achievement of Slow and Accelerated Pupils. **By:** Miss Frances Akersteam, Principal of Madison School. **Aim:** What is the relation between the educational growth of pupils in Guilford County with an I. Q. of 79, and those with an I. Q. of 90? **Schools Involved:** 952 pupils in Guilford County. **Results:** See bulletin of Guilford County Principals.

Harnett

174. History of Harnett County. **By:** Hilda McCurdy, Teacher, Teacher Training Class, Lillington, N. C. **Aim:** See title. **Schools Involved:** Lillington, N. C. **Results:** A fine study of community history that resulted in a commendable account, many interesting excursions, a history museum, several social affairs, much genuine reading from source materials, etc.

Henderson

175. Analysis of the Duties of a Union School Principal. **By:** R. G. Anders, Superintendent of Henderson County Schools; Ila Johnston, Rural School Supervisor, and all principals of Henderson County. **Aim:** More effective distribution of principal's time. **Schools Involved:** All union schools of Henderson County. **Results:** Records of duties actually performed. Experiments with inter-visitation, progress sheets, etc.

176. Henderson County—Its Industries and Possibilities. **By:** Miss Ferdinande Poppye, Seventh grade teacher. **Aim:** To appreciate home environment. **Schools Involved:** Edneyville School, Edneyville, N. C. **Results:** (No description of results furnished.)

Iredell

177. Improvement of Rooms in High Schools. **By:** W. T. Long, Principal, Harmony, N. C.; G. N. Neel, Principal, Troutman, N. C.; H. P. Barringer, Principal, Eufola, N. C.; John D. Scott, Principal, Statesville, N. C. **Aim:** To improve appearance of English, science, French rooms and library in the high schools. **Schools Involved:** Iredell County Schools. **Results:** Hundreds of dollars have been spent for new equipment.

178. Improvement in Transportation. **By:** Principals of all consolidated schools in county. **Aim:** To increase efficiency and guard the safety of children riding on school buses. **Schools Involved:** Iredell consolidated schools. **Results:** Children have been transported to schools without any serious accident.

179. Improvement of School Grounds. **By:** E. B. Bass, Principal; G. N. Neel, Principal; W. T. Long, Principal, and John D. Scott, Principal. **Aim:** To beautify school grounds. **Schools Involved:** Celeste Henkel, Statesville, N. C., No. 6; Troutman, Troutman, N. C.; Harmony, Harmony, N. C., and Monticello, Statesville, N. C. **Results:** Marvelous improvements have been made. Two schools winning prizes in the State School Ground Beautification Contest.

Jackson

180. Making a Farm. Studying Primitive Life. Making a City. **By:** Mrs. R. U. Sutton, Second grade teacher. **Aim:** See title. **Schools Involved:** Sylva Graded School, Sylva, N. C. **Results:** (No description of results furnished.)

Jones

181. Grade Geography Project in North Carolina. By: Miss Louise Dixon, Sixth grade teacher. Aim: To instill an appreciation of North Carolina in the students. Schools Involved: Trenton Elementary School, Trenton, N. C. Results: Study was begun with students finding pictures to illustrate various types of political, social, and industrial developments in North Carolina and their relation to the life of the people. This was pursued through research, by trips, etc.

182. Health Project. By: Miss Lois Brock, Second grade A section; Miss Bettie Nobles, Fifth grade B section, and Miss Gertrude McMillan, Fourth grade B section. Aim: To arouse more interest in health habits and improve home environment. Schools Involved: Trenton Elementary Schools, Trenton, N. C. Results: Knowledge, attitudes, habits, and skills have been improved by means of inspection, instruction and study.

183. Indian Project. By: Mrs. Mildred Hargett, First grade, A section; Miss Eva Morse, First grade, C section. Aim: To develop an understanding and appreciation of the Indians. Schools Involved: Trenton Elementary Schools, Trenton, N. C. Results: A project involving Indian people, the way they live, dress, fight, and carry their babies has been worked out, and a wigwam with dummies made.

184. Industries of the United States. By: Miss Hattie Paul, Fourth grade, A section. Aim: To get materials on every State in the Union and to make booklets of the United States. Schools Involved: Trenton Elementary Schools, Trenton, N. C. Results: English, geography, history, reading, writing, arithmetic and industrial arts have been correlated, all of which gave a great impetus to the interest of the children.

185. Robin Hood. (Title was chosen by children.) By: Miss Louise Butler, Seventh grade teacher, A section. Aim: To correlate geography, history, English, drawing, and civics with activity. Schools Involved: Trenton Elementary Schools, Trenton, N. C. Results: The project has been completed and climaxed with the operetta, "Robin Hood," given by the participating children.

186. Study of Cotton. By: Miss Bessie Whitaker, Third grade, A section. Aim: To trace the different states of Mary's new dress from the seed to the finished product. Schools Involved: Trenton Elementary Schools, Trenton, N. C. Results: (No description of results furnished.)

187. Testing Program in the Jones County High Schools. By: J. D. Messick, Principal, Trenton Schools. Aim: To ascertain the correlation of achievement and intelligence of high school pupils based upon months in respective elementary schools. Schools Involved: Mayesville High School, Trenton High School and Pollocksville High School. Results: Tests given to all eighth, ninth and tenth grade pupils in county, and results of tests tabulated; number of months upon which each high school is based.

Lee

188. "The Four Workers" (by a second grade in a seventeen-teacher school). By: Miss Frances Roberts, Teacher. Aim: To learn where our clothes come from. Schools Involved: Jonesboro Elementary School, Jonesboro, N. C. Results: Much information gathered; great pleasure experienced by the children in working out the project.

189. "Shelter" (by sixth grade, in a five-teacher school). By: Mrs. Truby Proctor, Teacher. Aim: To learn what materials are used in building and furnishing homes. Schools Involved: Deep River Elementary School, Lee County. Results: Greatest result: Pupils' vision broadened by excursions made and information gathered.

190. "A School Room Library Project" (by a first grade in a four-teacher school). By: Miss Daisy Dowdy, First grade teacher. Aim: To make a library corner. Schools Involved: Tramway Elementary School,

Rt. 1, Sanford, N. C. **Results:** Construction of book cases, tables, stools, rug; reading habits established; many books read.

191. "A Study of the Occupations of the People in Lee County" (by grades 4, 5, 6, and 7 in a three-teacher school). **By:** Miss Ola Paschal, Teacher, and Mrs. Mollie Poe, Teacher. **Aim:** To learn something about all the different occupations of the people in Lee County. **Schools Involved:** Carbonton Elementary School, Lee County. **Results:** Pupils' vision broadened by excursions made and information gathered.

192. "Study of Transportation" (by 6th and 7th grades). **By:** Mrs. Annie Belle Rice, Teacher (Principal three-teacher school). **Aim:** To study different means man has employed to meet his transportation needs. **Schools Involved:** Lemon Springs Elementary Schools, Lemon Springs, N. C. **Results:** Many educational outcomes.

Lenoir

193. Curriculum Study of Elementary Grades Units of Work. **By:** Miss Virginia W. James, Rural School Supervisor; Mrs. Mary Buerbaum, Teacher of grade 3, Southwood School; Miss Zulieme Johnson, Teacher of grade 6, Southwood School. **Aim:** Adjust the course of study to the needs of fast, average, and slow-moving groups. **Schools Involved:** Lenoir County Schools. **Results:** Data collected by committees.

194. Study of Lenoir County History. **By:** Miss Kate McDaniel, Teacher grade 6, Contentnea School; Miss Sallie Henderson, Teacher grade 6, Moss Hill School; Miss Roma Morris, Teacher grade 6, La Grange School; Miss Zulieme Johnson, Teacher grade 6, Southwood School; Mr. Jesse R. Rhue, Teacher of 6th grade history and Principal of Pink Hill School. **Aim:** To collect and organize as a part of the 6th grade course in North Carolina history, data on local history in each school community. **Schools Involved:** Contentnea School, Moss Hill, La Grange, Southwood and Pink Hill Schools. (Sixth grades.) **Results:** Much data of interest collected and organized by pupils.

195. A Study of School Records. **By:** Miss Virginia W. James, Rural School Supervisor. Primary Committee: Miss Mayme Whitfield, Teacher of 3rd grade, Pink Hill School; Miss Margaret Butt, first grade teacher, Moss Hill School; Miss Grace Rouse, 2nd grade teacher, Southwood School. Grammar Grade Committee: Miss Kate McDaniel, 6th grade teacher, Contentnea School; Mrs. Lam Taylor, 5th grade teacher, Contentnea School; Miss Celia Maxwell, 7th grade teacher. **Aim:** To work out records that will give a full and cumulative record of individual pupil progress. **Schools Involved:** Department of Elementary Teachers of Lenoir County. **Results:** Tentative record cards worked out.

Mecklenburg

196. Bank Savings. **By:** Principals of school. **Aim:** To teach pupils to save regularly and systematically. **Schools Involved:** _____ **Results:** 18 schools are enrolled and observe banking day weekly; 70 per cent of enrollment are depositors of Independence Trust Co.

197. Benjamin Franklin and Thrift Project. **By:** Edmonia M. Blakeney, Third grade teacher and principal. **Aim:** To acquaint children with life of Franklin, connecting it with Thrift Week. "Thrift Play" presented in chapel culminating in each being thrifty in school. **Schools Involved:** Providence School. **Results:** Children eager to know more about Franklin. Collecting data from every source. Poor Richard's Almanac and Sayings in it led to thrift play. Sources of help: Saturday Evening Post, Child Life, Biography of Franklin, Stories of Great Americans for Little Americans, Primary Plan Books.

198. Building of a Modern Home. **By:** W. R. Taylor, Seventh grade teacher, and G. B. Coon, Principal. **Aim:** To give students the practical side of Ins., borrowing of money, counting of lumber, etc. **Schools In-**

volved: Hoskins. **Results:** Investigation as to building permit, securing of lots, and assembling of materials, starting tow work such as constructing the body of the house. Sources of help: City contractors, building and loan association, registrar of deeds, etc.

199. Commercial Courses. **By:** Mrs. Luch Cochrone, Mary Elizabeth Wearn and H. L. Winaley; Instructors: Under direction of Superintendent Frank A. Edmonson. **Aim:** To give rural boys and girls vocational training. **Schools Involved:** Huntersville, Newell and Derita, Berryhill, Long Creek, Paw Creek, Oakhurst, Pineville, Matthews. **Results:** Three teachers serve nine schools. Work popular among both pupils and patrons.

200. Community Fair at Cornelius. **By:** D. W. Eason, Agricultural Teacher, Cornelius; Sarah Jenkins, Home Economics Teacher, Cornelius. **Aim:** To stimulate interest in farm products, sewing, poultry, handiwork, drawing, cooking and various school work. **Schools Involved:** Cornelius elementary and secondary schools and entire community, Cornelius, N. C. **Results:** Creditable exhibits; much interest manifested; plans are being made for another fair next year on a larger scale.

201. Compromise and How it Has Been Used in American History. **By:** Willie A. Blount, Seventh grade teacher, and J. G. Barnette, Principal. **Aim:** To show how compromise has been used to settle disputes in the history of the United States. **Schools Involved:** Pineville School, Mecklenburg County. **Results:** The children are learning the many compromise acts of the United States history and how compromise is employed today. Sources of help: Encyclopedia, history text book, each issue that was finally compromised is studied, including wars and their settlement. The study of the Constitution of the United States.

202. County Council of Parent-Teacher Associations. **By:** Mrs. Julia B. Sledge, President of the County Council. **Aim:** To unify efforts of local organizations and raise standards. **Schools Involved:** Elementary and secondary schools in Mecklenburg County. **Results:** Twenty P.-T. A. with 1,331 members working together for objectives as outlined by State Association. Council has strengthened local organizations.

203. English Portfolios. **By:** Mrs. H. P. Whiteacre, Sixth grade teacher, and G. B. Coon, Principal. **Aim:** To have each child have a record of their best work. **Schools Involved:** Hoskins School, Mecklenburg County. **Results:** The covers have been started. Two or three selections have been prepared to place in these. Sources of help: Newspapers, magazines, reference books from library.

204. Eskimo Sand Table. **By:** Mrs. H. B. Howie, First grade teacher. **Aim:** To teach life and customs of children in other lands. **Schools Involved:** Thomasboro School, Mecklenburg County. **Results:** Eskimo chart reading lesson, new words, Eskimo igloo, seals, snow, cold, etc. Eskimo song learned. Igloos moulded from salt and flour and ice of wax. Sources of help: Cut-outs from Milton Bradley; salt and flour for igloos furnished by children, salt for snow by teacher, and shovels by children.

205. Fighting for an Undivided Union. **By:** Fradonia Brown, Seventh grade teacher, and W. D. Loy, Principal. **Aim:** To obtain an unprejudiced account of the Civil War. **Schools Involved:** Berryhill, Mecklenburg County. **Results:** The outline is finished. We've had a program on "Lee." We're preparing one on Lincoln to which we're going to invite our parents. At present we're working on "Cause." Sources of help: Any number of history books and biographies. We've made a collection of history books dating from five years after the war ended.

206. Food Products of North Carolina. **By:** Eva Scott, Third grade teacher. **Aim:** To teach the agricultural products of North Carolina. **Schools Involved:** Mint Hill, Mecklenburg County. **Results:** Children have a better knowledge of products grown in North Carolina. Sources of help: Text book, World Books.

207. George Washington and His Home, Mt. Vernon. **By:** Lucile Wharton, Third grade B teacher. **Aim:** To know George Washington as a leader.

The essentials of leadership. **Schools Involved:** Hoskins School, Mecklenburg County. **Results:** Pictures of George Washington, Martha Washington, and Mt. Vernon brought to class. The miniature of Mt. Vernon is ready to be painted and placed on the sand table. Boys in class brought material and built the house of old boxes, etc.

208. The Health Ship. **By:** Mrs. O. F. Williams, Fourth grade teacher, and Mrs. W. C. Boylston, Principal. **Aim:** To establish health habits, and to train and instruct the child in healthy living in the home, the school and the community. **Schools Involved:** Thomasboro School, Mecklenburg County. **Results:** Excellent results have been noted—this project having been correlated with language, reading, spelling, nature study, geography, civics and art. More health chores are being practiced daily. Sources of help: Reference material furnished by teacher, stories from children's reading books, magazines, geographic study, etc.

209. Home Hygiene and Care of the Sick. **By:** Augusta Laxton, Instructor (graduate nurse). **Aim:** Intensive training in home hygiene and care of the sick. **Schools Involved:** Sharon, R. F. D. No. 1, Charlotte, N. C.; Paw Creek, Paw Creek, N. C.; Long Creek, R. F. D., Huntersville, N. C., and Hickory Grove, R. F. D., Charlotte, N. C. **Results:** Graduate nurse instructor in four schools offering courses for both girls and women. Course most practical and helpful. Certificates will be awarded to all completing course given under auspices of Red Cross.

210. Library Extension Service. **By:** Helen Sherrill, Librarian (under direction of Frank A. Edmonson). **Aim:** Use of library books for pleasure reading and for reference. **Schools Involved:** Matthews, Matthews, N. C.; Oakhurst School, Monroe Road, N. C.; Derita, Derita, N. C.; Cornelius School, Cornelius, N. C. **Results:** One librarian spends one day a week in each of five schools, total elementary enrollment working for reading circle certificates. Pupils have averaged one library book a month and are using reference material more freely.

211. Life in Cold Countries—Eskimo Type. **By:** Jean Pressly, Third grade teacher, and H. H. Scott, Principal. **Aim:** To broaden the experience and create an interest in different children of the world. **Schools Involved:** Huntersville School, Mecklenburg County. **Results:** Marked interest in study of "Eskimo Twins," broader outlook, enlarged vocabulary, ability to spell new words, specific correlation of reading, geography, history and language, and interest in other children. Sources of help: Eskimo Twins, Great Americans, Human Geography, Normal Instructor and Primary Education.

212. Mecklenburg County. **By:** Mrs. William Brewer, Fourth grade teacher, and Mr. G. B. Coon, Principal. **Aim:** To give the children a better knowledge and understanding of their county. **Schools Involved:** Hoskins School, Mecklenburg County. **Results:** Map of Mecklenburg County, pictures, products of county, spelling papers and history papers. Sources of help: Reference books, pamphlets from Chamber of Commerce, etc.

213. News Outline. **By:** Mary Betts Reid, Fifth grade teacher. **Aim:** To arouse interest in outside world; to form habit of daily newspaper reading. **Schools Involved:** Mint Hill, Mecklenburg County. **Results:** Interest in national, international current events; English, history, geography, dictionary study, writing correlated with a fit need. Sources of help: Daily newspapers, Pathfinder, Literary Digest, news outline as basis.

214. Paper-Making. **By:** Mrs. W. C. Boylston, Principal and seventh grade teacher. **Aim:** To stimulate interest and study in an important industry of North Carolina. **Schools Involved:** Thomasboro School, Mecklenburg County. **Results:** Children keenly interested and proud of work accomplished. Has been correlated with civics, English, music and spelling. Samples of material in different states, etc.

215. Public School Music and Music Appreciation. **By:** Miss Bessie Edwards, Teacher; Miss Helen Herman, Teacher; Miss Mary Lou Haynes, Teacher, and Miss Lubin Baker, Teacher. **Aim:** Give use of singing voice

and pleasure in song as means of expression, cultivate power of listening, rhythm, appreciation of good music, etc. **Schools Involved:** Thomasboro, Hoskins, Berryhill, Derita, Newell, Hickory, Clear Creek, Matthews, Oakhurst, Providence, Bain, Sardin, Carmely, Steele Creek, Woodlawn, Pineville (Mecklenburg County). **Results:** Four public school music teachers serve 16 schools, 16 schools (3,582 pupils) own victrolas and records for State Music Appreciation Contest. Rhythm bands have been organized in 12 schools.

216. School Paper. **By:** Beulah Thomas, Fifth, sixth and seventh grade teacher. **Aim:** To motivate written composition. **Schools Involved:** Long Creek School, Mecklenburg County. **Results:** 1. Children are more exact in punctuation; 2. Interest in current topics stimulated; 3. Training in separating good material from that not good. Sources of help: Daily newspapers.

217. Social Hygiene. **By:** Mrs. Margaret Wells Wood, Lecturer. **Aim:** Instruction along lines of sex hygiene. **Schools Involved:** Paw Creek School, Paw Creek, N. C.; Huntersville School, Huntersville, N. C.; Newell School, Newell, N. C.; Sharon, R. F. D., Charlotte, N. C. **Results:** All teen-age boys and girls were conveyed to four centers to hear lecture by specialist on subject. Criticism so favorable plans have been made to conduct series of lectures next year. Sponsored by P.-T. A. and Board of Education.

218. The Story of a Loaf of Bread. **By:** Verna Mae Potter, Sixth grade teacher. **Aim:** To arouse an interest in the common things of life. **Schools Involved:** Long Creek School, Mecklenburg County. **Results:** Illustrated booklets. Sources of help: Compton's Encyclopedia; Essentials of Geography, Book II; How We Are Fed, by Chamberlain; The Farmer and His Friends, by Tappan.

219. Study of Dutch Children. **By:** Annie Robinson, Fourth grade teacher. **Aim:** To find out how the people of Holland live and compare the country with Switzerland and Italy. **Schools Involved:** Mint Hill School, Mecklenburg County. **Results:** Increased interest in children of other lands and a better knowledge of countries across the ocean and their customs. Motivation of language work. Sources of help: Holland stories, Child Life in Many Lands, Dutch Twins, World Book, Little Folks of Many Lands, Carpenters, Around the World.

220. Study of Greece and Rome. **By:** Mrs. Mary Downs DeLaney, Sixth grade teacher. **Aim:** To give a good idea of how Greeks and Romans lived and worked. **Schools Involved:** Providence School, Mecklenburg County. **Results:** We have modeled a clay village with temples, houses, statues, streets and people. We have made a booklet upon this subject. We are going to make another book with pictures and upon the same subject. Sources of help: Pictures, books and the text book. (Ancestors in Europe.)

221. Supervised Lunch Periods. **By:** Principals of schools. **Aim:** Eating of lunch leisurely in sanitary manner; better lunches, pleasant conversation during meals, table manners, etc. **Schools Involved:** Mecklenburg County Schools. **Results:** Twenty-two schools observing supervised lunch period.

222. A Visit to the North Pole. **By:** Sara B. Weldon, Second grade teacher, and F. W. Webster, Principal. **Aim:** To teach children about life and customs of Eskimos. **Schools Involved:** Derita School, Mecklenburg County. **Results:** Children collected pictures, illustrated snow scenes, etc. Made Eskimo booklets. Review of facts learned in form of a letter. Sources of help: Child Life in Many Lands, Perdue, Normal Instructor—Eskimo Stories, Smith.

223. Where Our Clothing Comes From. **By:** Mrs. H. B. Theiling, Second grade teacher. **Aim:** To familiarize class with home and foreign products. Gives ample room for class to teach work independently on certain problems. **Schools Involved:** Hickory Grove, Mecklenburg County. **Results:** Have briefly summed up where our cotton and woolen garments come from. Next will be shoes, raincoats, rubbers, buttons, buckles, etc. Sources

of help: Class discovers what it can and then are aided with pictures, stories, etc.

Mitchell

224. Feldspar and Its Place in the Industrial Life of Mitchell County. By: Walter Thomas and Frances Forbes, Student Teachers in Mitchell County. Aim: See title. Schools Involved: Mitchell County. Results: Interesting account of mining and manufacturing of feldspar products in Mitchell County.

Moore

225. County School Pageant. By: Miss Meta Liles, Head County teacher; Miss Bertie Monroe, Primary teacher West End School; Mr. J. F. Sinclair, President County Teachers' Association; County Superintendents and other Superintendents, Principals and Teachers. Aim: To provide helpful prospect work for the schools. Show what schools are doing and what is being done in county. Schools Involved: All white schools in Moore County. Results: An awakened interest on part of pupils and communities in resources, work, and progress of county.

226. Moore County Industries. By: Miss Blanche Monroe, President Elementary Teachers' Association; Miss Meta Liles, Instructor Teacher Training; Mr. A. B. Cameron, Superintendent of County Schools; Supt. J. F. Sinclair, President County Teachers' Association; O. B. Welch, President Men's Club. Aim: To teach appreciation and possibilities of Moore County. Schools Involved: All county schools. Results: More interest in school work through correlations, more interest in community and natural advantages.

227. A Study of High School Fatality or the Causes Which Cause High Schools to Drop Out. By: W. P. Morton, Head of Pinehurst Schools; John McCrummen, Head of Vass-Lakeview Schools; J. C. Kelly, Head of Cameron Schools; J. P. Kiser, Head of Farm Life School, Vass, N. C.; E. A. West, Principal, Elise H. S., Hemp, N. C. Aim: To determine as far as possible why so many high school pupils drop out. Schools Involved: Pinehurst, Vass-Lakeview, Cameron, Farm Life School, Vass, N. C., Elise H. S., Hemp, N. C., Southern Pines, West End, Highfalls, Carthage and Aberdeen. Results: (No description of results furnished.)

228. Vocational Guidance. By: Committee on Vocational Guidance, Kiwanis Club of Aberdeen, A. B. Cameron. Aim: To find out what effort is being made towards Vocational Guidance by schools, and results. Schools Involved: All consolidated or union schools of county. Results: (No description of results furnished.)

Nash

229. Activity to Create Interest for Dull Children. By: Miss Ada Valentine, Teacher. Aim: To interest children in regular school subjects. Schools Involved: Elementary Schools, Spring Hope, N. C. Results: Satisfactory.

230. A Daily Newspaper. By: Pupils of second grade. Aim: To stimulate reading and language. Schools Involved: Nashville School (2nd grade), Nashville, N. C. Results: A complete record of daily events, smaller unit studies, and weather chart since Oct. 15, 1928. Children are able to make, write and print paper each day.

231. Health Habits. By: Miss Eleanor Wilder and fifth grade class. Aim: To teach better health habits. Schools Involved: Oak Level School, Rt. 2, Rocky Mount, N. C. Results: Better health habits engendered while various knowledges and skills have been acquired.

232. Music. By: Pupils of first grade. Aim: To stimulate music appreciation, rhythm, reading, etc. Schools Involved: Nashville School, Nashville, N. C. Results: Recognition of musical instruments, and the music of each instrument. Notebook records kept by each pupil.

233. Nash County Study. By: Mrs. J. A. Leonard, Principal, and 6th and 7th grades. Aim: To know more about Nash County. To create an interest in things around us. Schools Involved: Oak Level School, Rocky Mount, Rt. 2. Results: Collections of data, of wild flowers, of forestry, articles manufactured in Nash County.

234. Our State. By: _____ Aim: To get knowledge of the State. Schools Involved: Nashville Graded Schools, Nashville, N. C. Results: Children seem to be greatly interested. They have been successful in getting material and knowledge of their State that has been quite foreign to them.

235. Retardation Survey—Nash County White Schools—Grades 1-11. By: All Nash County teachers in white schools (211 different ones). Aim: To find existing conditions, repetition of grades, overageness, and causes of retardation. Schools Involved: Nash County Schools (42 schools). Results: Teachers have been given findings and are now working to decrease retardation by increasing the number of promotions.

236. A Study of Farm Life. By: _____ Aim: To weave all subjects around one big central unit. Schools Involved: Nashville Elementary Schools, Nashville, N. C. Results: Much reading, writing, language, spelling and industrial arts taught.

237. A Study of Leading Agricultural Products of Nash County. By: Mrs. J. A. Leonard, Principal and 6th and 7th grade teacher. Aim: To broaden the knowledge of things about us. Schools Involved: Oak Level School, Rocky Mount, Rt. 2. Results: A study of corn from the history to the products and by-products. We have begun on cotton.

238. Transportation. By: Sallie Benson, fourth grade teacher. Aim: To find means man has used for transportation needs. Note development. Schools Involved: Nashville Elementary Schools, Nashville, N. C. Results: Increased reading, more interest in geography, better English, new interest in transportation, increased interest in newspapers and magazines, a desire to make nice looking booklets, increased vocabulary, helped in spelling, attitude of helpfulness.

Northampton

239. County School Chautauqua. By: Mabel Evans, Supervisor of County Schools. Aim: To give a type of county school commencement that will eliminate the unhappy side of contests and produce the best for excellency's sake. Schools Involved: All schools in Northampton County. Results: Interest and unified work toward program.

240. County-Wide School Paper. By: Mabel Evans, Supervisor of County Schools; T. R. Everett, Seaboard; R. M. Peele, Conway, C. V. Williams, Jackson; J. G. Feezor, Woodland; W. S. Darke, Severn; W. L. Turner, Rich Square. (High school principals.) Aim: To unify the patrons of the schools in their school interests. Schools Involved: All county schools. Results: County-wide enthusiasm. Demand for paper. Advertising sold for year.

241. Dawnings in North Carolina. By: Miss Minnie Taylor, Seventh grade teacher. Aim: To get interest in North Carolina history and geography and teach the development of events, or inventions that had a start in North Carolina. Schools Involved: Jackson Elementary School, Jackson, N. C. Results: Aviation history studied, attempt at English colonization studied, first declaration of independence, other features.

242. Development of Aviation. By: Miss Minnie Lee Taylor, Sixth grade teacher. Aim: To teach children to read for research, to get the history of aviation. Schools Involved: Jackson Elementary Schools, Jackson, N. C. Results: Study made from kites, to modern planes, valuable scrap book made containing write-ups, clippings; illustrations on subject, posters, etc.

243. Further Development of Principal Supervision. By: T. R. Everett, R. M. Peele, C. U. Williams, J. C. Feezor, W. S. Clarke, W. L. Turner (all high school principals). Aim: To make principal supervision a carefully studied and successfully solved school problem. Schools Involved: Seaboard High School, Conway High School, Jackson High School, Woodland High School, Rich Square High School and Severn High School. Results: Preliminary budgets of time, conference with Mr. L. C. Brogden, careful survey of time distribution of principals for one month.

244. Making Geography a Live Subject. By: Mabel Evans, Supervisor of County Schools. Aim: To develop methods in teaching nature study and geography that will create interest of a lasting quality—bulletins to be issued. Schools Involved: Jackson, Rich Square, Severn, Conway, Seaboard, Woodland. Results: Interest, simple surveys, larger unit studies, consideration of attainment for each grade.

245. Parental Education. By: Mabel Evans, Supervisor of County Schools; Mrs. W. M. Stephenson, President of County Council P.-T. A.; other presidents of Parent-Teacher Associations and organizations in the county. Aim: Continuation of project previously started. Schools Involved: Northampton County Schools. Results: Library bought and kept at county office, some reading done, council meetings and banquet held, Mr. Livers, Mrs. W. Martin from N. C. C. W. worked, Mrs. Frank Castlebury, State President of P.-T. A. for talk.

246. Primary Nature Study and Geography. By: Mrs. H. W. Maddrey, First grade teacher Severn High School; Mrs. C. U. Williams, Second grade teacher Jackson High School. Aim: To arrange suggestive outline for geography in primary grades. Schools Involved: Elementary schools in Northampton County. Results: One correspondence course from the University of North Carolina, a survey of local geography in Severn, collection of local wild flowers made.

247. Ships of the World. By: Annie Jenkinson, seventh grade teacher; Frances Saunders, sixth grade teacher. Aim: To teach children to make research, to study ships as connected with geography and history. Few more models to make 1929-1930. Schools Involved: Rich Square and Jackson elementary schools. Results: A fine knowledge of what ships have meant to world's history, posters, scrap books, models made.

Orange

248. The Best Arithmetic on the Market. By: Mrs. Jessie Crabtree, seventh grade teacher; Mrs. Beatrice Umstead, teacher of fifth grade; Mrs. Jean Umstead, fourth grade teacher; Miss Bessie Berry, teacher of fourth and fifth grades. Aim: To improve the teaching of arithmetic. Schools Involved: Hillsboro Elementary School, Hillsboro, N. C.; Gravelly Hill School, Mebane, N. C. Results: (No description of results given.)

249. Book of Travel Stories. By: Miss Rosa Cole, fifth and sixth grade teacher. Aim: To teach geography. Schools Involved: St. Mary's Elementary School, Hillsboro, N. C. Results: Have had four speakers from community to tell of their travels and pupils have written stories about these travels.

250. County-Wide Health Program. By: _____ Aim: More common sense and purposeful teaching of health. Schools Involved: County-wide study. Results: Cleanliness and sanitation, better school organization, more school pride, more interest in work by the teachers.

251. Geography of Orange County. By: Mrs. J. E. Latta, sixth grade teacher. Aim: To acquaint pupils of grade VI with county conditions and needs. Schools Involved: Hillsboro public schools. Results: All schools of county are interested and helping.

252. Increasing Our Reference Libraries by Pupil Effort. By: All teachers of the county under our direction. Aim: To increase reference

materials in schools poor financially. **Schools Involved:** All schools of Orange County. **Results:** Five mimeographed volumes for distribution to schools of county.

253. North Carolina History. **By:** Mrs. J. E. Latta, sixth grade teacher. **Aim:** To acquaint pupils with the history of the State, especially with our community. **Schools Involved:** Elementary schools in Orange County. **Results:** Wide interest in the subject, one little book published by sixth grade at Hillsboro. All schools working to round up a pageant and materials for another book.

254. Orange County Clinic and Parents Institute. **By:** Miss Annie Cameron, first grade teacher. **Aim:** To have children enter school physically fit. **Schools Involved:** All schools of county. **Results:** Conducted a successful one last year and another one is on the way for this year.

255. Safety for Farm Boys and Girls. **By:** Miss Rosa Cole, fifth and sixth grade teacher. **Aim:** To teach citizenship and safety to boys and girls of the county. **Schools Involved:** St. Mary's Elementary School, Hillsboro, N. C. **Results:** Children all over the county are interested and learning.

256. School Publicity. **By:** G. A. Brown, Principal. **Aim:** To bring people to know their school and support it. **Schools Involved:** Hillsboro public schools, Hillsboro, N. C. **Results:** Better feeling in community.

257. Study of Children's Literature. **By:** C. A. Hoyle, Principal, Carrboro public schools. **Aim:** To prepare helpful material for a bulletin for teachers. **Schools Involved:** Carrboro Public Schools, Carrboro, N. C. **Results:** Group of twenty teachers hard at work.

258. Study of Weakness of Orange County Seventh Grade of 1927-1928 as Revealed by Their Progress in High School. **By:** _____ **Aim:** To improve seventh grade work. **Schools Involved:** Orange county schools. **Results:** We have found that English is our weak subject due partly to poor elementary preparation and partly to dead teaching in the high school.

259. Three-Year Program to Improve English Teaching in the County. **By:** _____. **Schools Involved:** County-wide study. **Aim:** To improve English of pupils and teachers. **Results:** Noticeable improvement in reading of pupils and English of teachers.

260. Thrift Club. **By:** Mrs. Joanna Sturdevant, fourth grade teacher. **Aim:** To teach children to work for what they want. **Schools Involved:** Carrboro public schools. **Results:** Pupils getting good course in manual arts. Material helps to school. Increased library, new pictures, new science equipment.

Pender

261. An Experiment in Teaching Pupils How to Study. **By:** Mr. K. D. Brown, Superintendent. **Aim:** See title. **Schools Involved:** Burgaw schools. **Results:** (No description of results furnished.)

262. Play Activities. **By:** H. L. Stone, Principal. **Aim:** All pupils join in play of some kind. **Schools Involved:** Topsail, Hempstead, N. C. **Results:** (No description of results furnished.)

Perquimans

263. Course of Study Suitable for a Town-Rural High School. (Mixed student body.) **By:** Edgar E. Bundy, Superintendent of Schools, Hertford, N. C.; A. M. Alford, Science Instructor, Hertford, N. C.; Esther Evans, English Instructor, Hertford, N. C.; Mrs. Howard Pitt, Preparatory teacher, Hertford, N. C. **Aim:** To work out a course of study suitable to our needs. **Schools Involved:** Perquimans High School, Hertford, N. C. **Results:** (No description of results furnished.)

264. A Marionette Show—"Little Red Riding Hood." By: _____ _____ Aim: To further language program through: building theatre, stage setting for two scenes of "Little Red Riding Hood." Schools Involved: Elementary Schools, Perquimans County. Results: (No description of results furnished.)

Polk

265. Demonstration Teaching Work. By: E. W. S. Cobb, County Superintendent, Columbus, N. C. Aim: To demonstrate best methods of teaching the fundamental subjects. Schools Involved: Stearns High School, Columbus, N. C.; Green Creek High School, Passion, N. C.; Mill Spring High School, Mill Spring, N. C.; Sunny View Consolidated School, Mill Spring, N. C.; Tryon High School, Tryon, N. C. Results: A more unified and higher type of work, which was clearly demonstrated by exhibits and literary program at County Commencement.

266. High School Principals and Teachers' Course. By: W. A. Schilletter, Principal, Tryon High School; S. P. Whiteside, Principal, Stearns High School. Aim: To get a more definite idea of the tools of education and how to use them. Schools Involved: Stearns High School, Columbus, N. C. Results: The ability to interpret text book instruction in the light of intelligent child psychology.

Richmond

267. French in the Elementary Grades; Homogeneous Grouping; Motivation from the Scattergram; Project Work in High School Subjects. By: Richard F. Little, Principal; Lily Yount, French department; Annie Pearl Parker, primary department. Aim: Better French pronunciation and comprehension; teaching aid; self-criticism on the part of the student and the stimulation to work to his own level; an aid to interest—stimulation, respectively. Schools Involved: Ellerbe Consolidated School, Ellerbe, N. C. Results: Very satisfactory in all the experiments.

Rowan

268. Hair Cutting at School. By: Miss Ophenia Shives, Principal Cress School. Aim: To find vocation for some girls not interested in books. Schools Involved: Cress Elementary School (two-teacher school). Results: Three girls are cutting hair of school children one period a week—sometimes after school—teacher helps.

269. Planting Walnut Trees. By: Sue E. Reese, Rural School Supervisor and all elementary teachers in county. Aim: To reforest Rowan County and "Plant a Walnut" campaign. Schools Involved: All schools in Rowan County. Results: Foresty primer used as a supplementary reader—study of black walnut—600 planted to date.

270. Planting Walnuts. By: Sue E. Reese, Rural School Supervisor. Aim: Every child in county to start a walnut tree this year. Schools Involved: Thirty-two schools working on project. Results: 741 nuts planted, 300 trees planted—1,000 in all, first grade children in Union schools planting their avenue of trees.

271. Record Book of School, A Scrap Book with Record of Mr. R. G. Kizer, for Whom School was Named. Written up by children of school. By: Sue E. Reese, Rural School Supervisor; Pearl Powell, Principal; R. G. Kizer School, Freda Brockman, Ruth Foster and Grace Daniels, teachers. Aim: Preserve valuable county and personal records. Schools Involved: R. G. Kizer School, Rowan County. Results: Book secured, pictures made, history of Mr. Kizer assembled, best work of children to be put in.

272. School Record Book (R. G. Kizer School). By: Sue E. Reese, Rural School Supervisor and Pearl Powell, Principal. Aim: Gather data for county history—preserve record of school. Schools Involved: R. G. Kizer School, Rowan County. Results: History of Mr. Kizer written, his-

tory of school gathered, best work of children assembled, pictures and books secured.

Sampson

273. Flower Industry of North Carolina. **By:** Lillian Nance, Teacher, Teacher Training Class, Salemburg, N. C. **Aim:** See title. **Schools Involved:** Salemburg, N. C. **Results:** (1) Acquaint student teachers with one of our rapidly developing agricultural phases and to develop appreciation of same; (2) Included excursions, much reading, etc.; (3) Resulted in a compilation of such information as was gained in a booklet on subject.

Surry

274. Florida Folio. **By:** Lillian Smith, Teacher, Teacher Training Class, Dobson, N. C. **Aim:** See title. **Schools Involved:** Dobson, N. C. **Results:** Excursions to Florida via private bus planned and executed. A diary of trip was published later and distributed to other departments—outgrowth of geography course and resulted in unexcelled class morale, interests and attitudes, meager experience of class was greatly overcome.

275. A Study of Granite in North Carolina. **By:** Lillian Smith, Teacher, Teacher Training Class, Surry County. **Aim:** See title. **Schools Involved:** Surry County. **Results:** Account of extent, manufacturing processes, marketing, uses, etc., of granite based on actual excursion and readings of student teachers.

Wake

276. Working Out a Course of Study for Fourth Grade History. **By:** Lina Bailey, fourth grade teacher. Other fourth grade teachers in Wake County. Each one held responsible for some phase of this work. **Aim:** To make a course of study to be used in teaching history in the fourth grade. **Schools Involved:** Elementary Schools of Wake County. **Results:** Lives of men in history are being written up to send to committee to combine. Some have already been sent in.

277. The British Isles. **By:** Maie Thelma Roberts, Principal and 7th grade teacher. **Aim:** To teach the British Isles through every possible channel. **Schools Involved:** Yance School. **Results:** Pupils know about the British Isles and the part they played as "Our Mother Country."

278. Wild Flowers. **By:** Mrs. C. L. Bowling, sixth grade teacher. **Aim:** To learn and be able to classify wild flowers of their locality. **Schools Involved:** Rolesville, Wake Forest, N. C., R. F. D. **Results:** Pupils now have a new concept as to the part wild flowers play in making this a better place to live.

279. Wake County. **By:** Virginia F. Harris, Principal, Mt. Vernon Goodwin School. **Aim:** To study Wake County from an economic and a social standpoint. **Schools Involved:** Mt. Vernon-Goodwin. **Results:** The pupils know their county and appreciate the part it plays in helping to make a State.

280. Indians. **By:** Eula Williams, third grade teacher. **Aim:** To study the life of the Indians. **Schools Involved:** Cary Elementary School. **Results:** Students showed great interest and now have clear ideas about Indians.

281. Mother Goose. **By:** Rachel Eaton, first B teacher. **Aim:** To teach Mother Goose rhymes through dramatization. **Schools Involved:** Cary Elementary (Pre-primer). **Results:** (No description of results furnished.)

282. North Carolina a Good Place to Live. **By:** Mrs. Virginia F. Harris, sixth grade teacher. **Aim:** To study North Carolina, especially from a historical standpoint. **Schools Involved:** Mt. Vernon-Goodwin Elementary School. **Results:** Facts and data were obtained which led pupils to appreciate North Carolina's status as among other states of the Union.

283. Irrigation and Reclamation. By: Miss Mamie Luther, seventh grade teacher. Aim: To teach the reclaiming of land through irrigation. Schools Involved: Apex Elementary School. Results: Pupils have learned methods of irrigation and how land is reclaimed through this method.

284. Transportation. By: Ellice Bounds, first grade teacher. Aim: To teach methods of transportation on land, air, and water (especially land transportation). Schools Involved: Knightdale Elementary School. Results: Students showed great interest and now have concept as historical development and value to man of various methods of transportation.

285. Trees and Leaves. By: Mrs. F. E. Bunn, seventh grade teacher. Aim: To teach the trees of our State. Schools Involved: Wakelon Elementary School. Results: Pupils have learned to know and classify our native trees.

286. Weather Activity (signs of spring). By: Louise Gill, Instructor of Teacher Training, Cary, N. C., and student teachers. Aim: See results. Schools Involved: Cary, N. C. Results: To teach the essential principles governing weather as interest in weather phenomena arose—seasons, temperature, winds, clouds, precipitation. Literature correlations were made and the student teacher gained a wonderful insight into how to use the things about her for teaching purposes.

Washington

287. Achievement Tests in Eighth Grades in Washington County. (Causes of failure and retardation. Standing 6, 8, and 9 months schools.) By: E. N. Riddle, Principal, Roper High School; A. W. Davenport, Principal, Mackey High School; H. L. Swain, Principal, Caswell High School; L. H. Hubber, Superintendent, Plymouth Schools. Aim: Relation of tenant farmer to failure of children. Influence of reading material. Schools Involved: Roper High School, Mackey High School, Plymouth High School and Caswell High School. Results: Not complete enough to report.

Wilkes

288. Reading Circle Study. By: T. E. Stay, Superintendent Wilkesboro School. Aim: Professional improvement. Schools Involved: Elementary schools, Wilkes County. Results: Satisfactory.

B
REPORTS FROM CITY SCHOOL SYSTEMS

Albemarle

289. Self-Rating of Teachers. By: M. S. Beam, Superintendent Albemarle Public Schools. Aim: Improvement of teachers and teaching by self-analysis. Schools Involved: Albemarle Public Schools, Albemarle, N. C. Results: Salary schedule worked out by teachers. Self-rating sheet made for use of teachers in this system.

Asheboro

290. Beautifying School Yard, Mowing Lawn, Caring for Shrubbery and Erecting a Chain Fence Along Walk and Painting Posters. By: George D. White, science department. Aim: To increase pride. Schools Involved: Asheboro High Schools. Results: (No description of results furnished.)

291. Flower Garden Started by Home Economics Department. By: Miss Mary Denning. Aim: See title. Schools Involved: _____ Results: (No description of results furnished.)

292. Home Room Beautifying Project. By: Superintendent and home room teacher. Teacher of 10th grade and history and French teachers. Aim: To increase pride in school property and establish good civic habits. Schools Involved: Asheboro High Schools. Results: Better school morale, better habits regarding orderliness.

Beaufort

293. Safety First Project. By: Lula Belle Felts, fifth grade teacher. Aim: General forethought of pupils, combine health and English, to emphasize health rules and traffic laws. Schools Involved: Beaufort Graded School, Beaufort, N. C. Results: Pupils each day discuss ways in which they observe "Safety First" as to traffic laws and health rules. Much interest was aroused.

Burlington

294. A Study of Birds. By: Jessie Wicker, second grade teacher. Aim: To create a love and a knowledge of birds, to motivate all subjects. Schools Involved: Broad Street School, Burlington, N. C. Results: A greater interest and love of birds. A thorough study of habits and characteristics of birds. Language booklets, art, arithmetic problems, spelling words, supplementary reading based on birds.

295. Book Club. By: Mrs. Lowell Osborne, fifth grade teacher. Aim: To create a desire to read good literature. Schools Involved: Maple Avenue School, Burlington, N. C. Results: Children have read numbers of books. They know what they want when they go to the library.

296. Character-Building Through Extra Curricula Activities. By: Meredith Frazier, seventh grade teacher. Aim: To allow the pupil to (1) experiment, (2) to find out, and (3) to draw conclusions. Schools Involved: Broad Street School, Burlington, N. C. Results: Keener pupil interest.

297. Our Doll House. By: Ernestine Cherry, first grade teacher. Aim: To provide real experiences in meeting life situations, and to teach the tool subjects through interests of doll houses. Schools Involved: Maple Avenue School, Burlington, N. C. Results: Activity center of interest for work of entire grade, real problems in building and construction. Much worth while work in language, reading, arithmetic and health; many lessons in citizenship, group coöperation, judgment, responsibility, social development, etc.

298. Nutrition Project. By: Teachers of Fisher Street School coöperating with Dr. S. C. Spoon, school physician, and Miss Ruth Warren, physical education director. Aim: To strive for good health by practicing

health habits. **Schools Involved:** Fisher Street School, Burlington, N. C. **Results:** (No description of results furnished.)

299. Series of Teachers' Meetings on Character Training. **By:** Miss Susie Stafford, and principals and teachers of Maple Avenue School. **Aim:** To study methods to strengthen our pupils in honesty, perseverance, health, thrift, obedience, and responsibility. **Schools Involved:** Maple Avenue School, Burlington, N. C. **Results:** Teachers more interested and improvement is noted in character of our pupils.

300. Teaching of Reading in Elementary School. **By:** Miss Mary Grier, Principal, and teachers of Fisher Street School. **Aim:** To work for better results in reading. To increase interest in reading. **Schools Involved:** Fisher Street School, Burlington, N. C. **Results:** Increased interest in teaching of reading, more remedial work evident, may encourage some of our teachers to become specialists in teaching of reading.

301. Thrift Project. **By:** Teachers of Fisher Street School with Mrs. W. C. Surratt, art and nature study teacher, as chairman. **Aim:** To encourage pupils to save money, to be economical in use of supplies and to care for books, equipment, etc. **Schools Involved:** Fisher Street School, Burlington, N. C. **Results:** Report of money banked enclosed.

302. Thrift-Saving Through the Automatic Receiving Teller. **By:** Lillie B. Horne, fourth grade teacher. **Aim:** To encourage children to save; creates interest; time and care of books as well as saving of money. **Schools Involved:** Maple Avenue School, Burlington, N. C. **Results:** Number of depositors during first six weeks of term, 32 per cent, during last 6 weeks, 100 per cent. Every child has as much as $1.00 in bank. Amount saved during term $213.92.

303. Study in Art. **By:** Jeter C. Burton, sixth grade English and drawing teacher. **Aim:** To give something of color relative to correlate art with other subjects. **Schools Involved:** Broad Street School, Burlington, N. C. **Results:** Favors for soldiers at Oteen, valentines and Easter cards. Posters for Red Cross projects. Vases made from bottles, paper and shellac. Some work in still life and landscapes in both crayon and water colors.

304. Study of Masterpieces in Art. **By:** Miss Mary Grier, Principal, and teachers of Fisher Street School. **Aim:** To acquaint and interest our pupils in works of art. **Schools Involved:** Fisher Street School, Burlington, N. C. **Results:** Ten pictures are studied in each grade according to our art program. An art exhibit of 150 colored masterpiece reproductions completed our art study for this year. (1) Children are able to recognize pictures studied; (2) Pupils, teachers and patrons are very enthusiastic about good pictures; (3) Twenty large pictures in full color have been added to our school collection; (4) P.-T. A. decided to give good pictures as attendance prizes; (5) Library books dealing with subject have been added to our library.

305. Study of North Carolina. **By:** Mrs. Paul Jones, sixth grade geography teacher and home economics assistant. **Aim:** To create more interest, and gain more knowledge about our State. **Schools Involved:** Broad Street School, Burlington, N. C. **Results:** A well-prepared portfolio, giving much information about North Carolina was sent to a sixth grade in Hungary.

Canton

306. Causes of Failures. **By:** R. J. Reveley, Principal. **Aim:** To reduce failures by removing causes so far as possible. **Schools Involved:** High School, Canton, N. C. **Results:** (No description of results furnished.)

Charlotte

307. Activity Program for Primary Department. **By:** Cornelia Carter, primary supervisor, and principals of all elementary schools (white and colored). **Aim:** To make school a part of life, rather than a preparation for life. **Schools Involved:** White: Dilworth, Bethune, D. H. Hill, Third

Ward, Elizabeth, Myers Park, Seversville, Hutchison, Wesley Heights, Villa Heights, Charlotte, N. C.; Negro: Myers Street, Morgan, Alexander Street, Biddleville, Fairview, Charlotte, N. C. **Results:** An awakened interest in school by both teachers and pupils.

Elizabeth City

308. Physical Education for Every Student in High School. **By:** C. A. Robinson, Jr., and Miss Dorothy Turner. **Aim:** To give physical development to every student. **Schools Involved:** Elizabeth City High School. **Results:** (No description of results furnished.)

Enfield

309. Better Classroom Instruction Through Better Classification. **By:** Claude L. Ives, Superintendent of Enfield Schools. **Aim:** To increase results in fundamental subjects. **Schools Involved:** Enfield Elementary Schools. **Results:** Pupils classified according to standard tests. Remedial work outlined to overcome defects revealed by tests.

310. Health Experiment, Supervised Lunch. Children Weighed Each Month. **By:** Claude L. Ives, Superintendent of Enfield Schools. **Aim:** To help undernourished children. **Schools Involved:** Enfield Elementary Schools. **Results:** 20% completely eliminated; 7% and 10% greatly reduced.

Gastonia

311. Classification of the Six-Year-Old—The New Entrants. **By:** Minnie Lee Peedin, primary supervisor, assisted by first grade teachers. **Aim:** Classification of pupils according to mentality and physical development. **Schools Involved:** Entire system. **Results:** Satisfactory. Tests were given to every pupil in first grade throughout system.

312. Course in Music Appreciation Broadcast by Edwin M. Steckel. **By:** Edwin M. Steckel, director of music, Gaston County Schools, sponsored by the Gastonia Rotary Club. **Aim:** Educational course in music cultural education. **Schools Involved:** Gaston County schools. **Results:** There will be 30 lectures by Mr. Steckel, 30 minutes in length. Project is sponsored by Gastonia Rotary Club. Most gratifying.

313. Effect of Summer Vacation on Arithmetic Achievement Scores. **By:** Carrie Glenn, supervisor of elementary schools. **Aim:** To find the effect and whether or not it is the same in 6, 8 and 9 months' schools. **Schools Involved:** 6, 8, and 9 months group of schools in Gaston elementary schools. Grades 4, 5, and 6. **Results:** There was a loss, particularly in arithmetic computation. Loss or gain relates more closely to kind of subject matter than to kind of pupils tested or to length of vacation. Gains in purely factual material do not persist over periods of disuse as well as gains in subjects where more complex thinking is required. Scores in computation were lower; in reading they were higher. Other studies substantiate these findings.

314. Group of Unclassified Boys and Girls Ranging in Age from Ten to Fifteen. **By:** Mrs. W. E. Lester, teacher of this group, and E. J. Abernethy, Principal. **Aim:** Classify pupils to get them to fit in group. **Schools Involved:** West School, Gastonia, N. C. **Results:** After four months and three weeks' work the teacher was able to get every one of 23 enrolled properly adjusted.

315. Reading Circle Work. **By:** All grammar grade schools, conducted by principals of each school. **Aim:** To enable teacher to do individual instruction. **Schools Involved:** Entire system. **Results:** Satisfactory—this course is enabling the teacher to better understand the pupils she teaches in every way.

316. Twenty boys who have been retarded for various reasons such as slow mentality, illness, lack of application. (Sixth grade, 12-14 years old.) **By:** Bess Shannon, teacher of group; Margaret Tiddy, grammar grade

supervisor, and Carl McCartha, Principal of school. **Aim:** Awaken in class individual responsibility of each member. **Schools Involved:** Central Grammar Grade School, Gastonia, N. C. **Results:** Very satisfactory because of small number of pupils in group; similarity of ages and physical developments; what appeals to one—to all.

317. Spring in Carolina. (By music and physical education departments.) **By:** Edwin M. Steckel, Director of Music; M. D. Whisnant, Athletic Director; Miss J. Rudisill, Athletic Assistant, and Miss Pearl Jones, Athletic Assistant. **Aim:** Public demonstration of work done in these two departments. **Schools Involved:** Entire system. **Results:** This pageant is culmination of accomplishments of music and physical education departments.

318. The Story of North Carolina. **By:** Josephine Rudisill, Director of Physical Education, and Edwin M. Steckel, Director of Music. **Aim:** A pageant of music and folk dances depicting the history of North Carolina. **Schools Involved:** Gastonia elementary and secondary schools. **Results:** Increased interest on part of pupils and citizens in North Carolina history.

319. Vocational Guidance. Put on by Kiwanis Club through its Vocational Guidance Committee and High School Principal. **By:** Kiwanis Club through high school principal. **Aim:** To help boy to find himself or stimulate thought for his career. **Schools Involved:** High School. **Results:** Most encouraging keen interest on part of boys. Each boy hears eight lectures on eight different vocations. Forty will be given.

Greensboro

320. Picture Study Helps for Greensboro Teachers. **By:** Lena R. Boley, Head of Art Department, Greensboro Public Schools. **Aim:** See title. **Schools Involved:** Greensboro Public Schools. **Results:** Picture study helps for grades 1—7. A mimeographed publication. Very comprehensive. Most practical and interesting.

Hamlet

321. Pupil Survey. **By:** All white teachers in Hamlet public school district, grades one through eleven. **Aim:** To know children and their homes. **Schools Involved:** All white schools in Hamlet public school district. **Results:** Home and school contacts established; teachers sold on the idea, and considerable data assembled.

Hickory

322. Reorganization of Elementary Schools on Unit Basis in Grades 4, 5, 6 and 7. **By:** R. W. Carver, Superintendent; Miss Virginia Allen, Principal; Miss Kate Gosnold, Principal Elementary School, and W. D. Cottrell, Principal of Elementary School. **Aim:** To give more consideration to individuals. **Schools Involved:** North, South and West Schools, Hickory, N. C. **Results:** Very satisfactory.

Lexington

323. Dalton (or Contract) plan of Work. **By:** Miss Hattie Lee Burgiss, department teacher of seventh grade. **Aim:** Assignment by week in advance. **Schools Involved:** Robbins School, Lexington, N. C. **Results:** Very satisfactory—expect to extend this next year.

324. Student Association of Robbins Elementary School. **By:** Miss Florence M. Reid, Principal. **Aim:** Student participation in school government. **Schools Involved:** Robbins School, Lexington, N. C. **Results:** Very satisfactory.

Lucama

325. Extra-Curricular Activity Program. **By:** A. B. Culbertson, Superintendent, Lucama, N. C. **Aim:** See title. **Schools Involved:** _____ **Results:** (No description of results furnished.)

Lumberton

326. Relationship Project. By: W. B. Crumpton, Superintendent of schools, Lumberton, N. C. Aim: To get a closer relationship between school and patrons. Schools Involved: Lumberton city schools. Results: Have interested a group to make a study from the public standpoint into the schools in a general way.

Maxton

327. Practical Application for the Study of Child, Care and Training. By: Virginia H. Sloan, Home Economics Teacher, second-year home economics class. Aim: To study the pre-school child. Schools Involved: Maxton High School. Results: Stories told with special emphasis on health habits, games taught, each child studied as an individual problem.

328. Work with Underweight Children Who Can't Have the Proper Food at Home. (Children taken from 1st, 2nd and 3rd grades.) By: Virginia H. Sloan, Home Economics Teacher. Aim: To build 10 mal-nourished children to normal weight. Schools Involved: Elementary School, Maxton, N. C. Results: This work is financed by the Home Economics Department with the money which has been made from selling lunches. The second-year home economics girls are giving mid-morning lunches to ten underweight children, and at the end of each week they record their gain. In the past month each child has gained as much as three pounds, and one child who is given breakfast, mid-morning lunch and his noon meal, has gained nine pounds. This work was started with the unit in dietitian, and was carried on through with the work on Child Care and Training.

Mebane

329. Geography Project—Know the Countries of Europe. By: Mrs. Chas. C. McKee, seventh grade teacher. Aim: To develop familiarity with leading countries of Europe. Schools Involved: Mebane Graded, Mebane, N. C. Results: Children have developed very accurate knowledge of Europe and to physical features, people, products, etc.

330. Indian Project Correlated with Reading, Language, History, Geography, Music, Arts and Crafts. By: Alice Marrow, third grade teacher. Aim: To familiarize the child with the life and customs of the Indians. Schools Involved: Mebane Graded School, Mebane, N. C. Results: Developed a keener interest in and a desire to learn more about Indians. The ability to do group work and to obtain more knowledge independently.

331. Thanksgiving. By: Ethel McDonald, fourth grade teacher. Aim: To learn origin of Thanksgiving, how, and why it is observed. Schools Involved: Mebane public schools. Results: Aim realized through reading, language, spelling, history, geography, arithmetic, health, art, and nature study. Independent investigation, group work and importance of Thanksgiving learned.

Mount Airy

332. Adult Evening School. By: Woman's Club assisted in financing; E. S. Hendren, County Superintendent; Mrs. E. S. Hendren, teacher; Mrs. John Foy, teacher; L. B. Pendergraph, city superintendent. Aim: To eliminate illiteracy among our adults and aid those who had stopped school before finishing grammar school. Schools Involved: Rockford Street School, Mt. Airy, N. C. Results: About 100 adults attended evening school for four months, two nights per week. All have learned to read and write and do simple arithmetic work.

333. Experiment with Slow, Overgrown Seventh Grade Children. By: Miss Sarah Merritt, Principal; Miss India Edmunds, seventh grade teacher, and L. B. Pendergraph, Superintendent. Aim: To give them training suited to their ability and inclination. Schools Involved: Rockford Street School, Mt. Airy, N. C. Results: Children have made much better progress.

334. Field Day. By: G. D. Underwood, Director of Physical Education; L. B. Pendergraph, Superintendent of city schools, and all principals and teachers. Aim: To demonstrate the value of physical education. Schools Involved: Mt. Airy High School, Rockford Street School, and North Main School. Results: (No description of results furnished.)

Murphy

335. Age-Grade Progress Study. By: B. W. Sipe, Superintendent. Aim: To compare our pupils with others, to find wherein ours were weak. Schools Involved: Murphy Graded Schools, Murphy, N. C. Results: Greatest retardation among irregular pupils—greatest need is emphasis in learning to think.

336. Causes of Absences in Public Schools. By: Mrs. B. W. Sipe, Mrs. Irene Grant, Mrs. Lelia Hayes, Miss Clara McCombs, teachers; also others under supervision of B. W. Sipe, Superintendent. Aim: Find why children are absent. Schools Involved: Murphy Graded Schools, Murphy, N. C. Results: Nothing definite.

North Wilkesboro

337. Encouragement of Improved Scholarship. By: Horace Sisk, Superintendent of city schools. Aim: To encourage continuous improvement in scholarship. Schools Involved: North Wilkesboro Union Schools. Results: An average of 250 pupils out of 650 show improvement each month.

338. Nature Study. By: L. E. Calhoun, Principal of High School. Aim: To classify all plant and insect life in North Wilkesboro. Schools Involved: H. S. general science and biology. Results: Many collections have been made and preserved. Interest has been aroused.

Raleigh

339. Curriculum Bulletin No. 6, Art Education. By: Minnis S. Martin, Supervisor of Art Education; Blanche Atwater, teacher of third grade, Murphy School; Mrs. Royster Chamblee, second grade teacher, Hayes-Barton; Mrs. M. L. Slaunwhite, Barbee School, and Margaret Woolridge, high school. Aim: Course in art education, grades 1-11. Schools Involved: Raleigh elementary and high schools. Results: Issued in mimeographed form, with illustrations.

340. Nature Material for Raleigh Schools, with Methods of Use. By: Mrs. M. L. Bullard, second grade teacher, Eliza Pool School. Aim: To summarize list of available materials in Raleigh environment. Schools Involved: Elementary Schools. Results: Used as Master's Thesis, Peabody, August, 1928.

341. North Carolina, Where Life is Worth While. By: Mrs. R. C. Harris, Principal Elementary School. Aim: To stimulate interest and to arouse pupil's interest for their own State. Schools Involved: Mt. Vernon School, Wake County, Raleigh, N. C. Results: Pupils have become more interested in the economic and social development of their own State.

342. Pupils Cumulative Permanent Records in the Raleigh Public Schools. By: Maycie Southall, State Department of Education; Fannie B. Brown, sixth grade, Thompson; Laura Jones, assistant principal high school; Mrs. Paul Daniels, fifth grade, Hayes-Barton; Mrs. Fannie Thomas, second grade, Murphy; Bess Stinson, first grade, Hayes-Barton, and Myrtle Underwood, Principal, Hayes-Barton. Aim: Cumulative record of children's progress through school. Schools Involved: Elementary and Junior High Schools, Raleigh, N. C. Results: Using forms in mimeographed form at present; will revise in light of results obtained, and print next year.

Reidsville

343. A Study of Causes of Pupil Non-Attendance. By: Fred M. Arrowood, Superintendent of Schools; L. J. Perry, Principal of High School, and the high school and elementary teachers. Aim: To learn causes of absences

and find means of improving attendance. **Schools Involved:** Reidsville High School and elementary schools. **Results:** (No description of results furnished.)

Roanoke Rapids

344. Character Education. **By:** Clara Hearne, Elementary Supervisor, and 36 elementary teachers. **Aim:** To develop desirable character traits in pupils. **Schools Involved:** Rosemary School, Rosemary, N. C.; Central School, and grades in high school building, Roanoke Rapids, N. C. **Results:** (1) Pupils recognize right and wrong in others; (2) Decisions as to right and wrong in their own conduct; (3) General improvement in conduct.

345. Garden Project. **By:** Cynthia Garrett, teacher of adjustment group. **Aim:** Outdoor activity for health—topics for oral English. **Schools Involved:** Roanoke Rapids elementary schools. **Results:** Improved ability to take directions. Some in school who usually stop before this time are still in school. Oral English improved. Learned better methods of gardening.

346. Retarded Children. **By:** Clara Hearne, elementary supervisor, and a group of ten elementary teachers. **Aim:** To meet the needs of the individual child. **Schools Involved:** Central School and grammar school located in high school building, Roanoke Rapids, N. C.; Rosemary School, Rosemary, N. C. **Results:** Indications are that much has been accomplished, but facts will be tabulated after school has closed.

347. Picture Study Project. **By:** Bess Siceloff, Principal, and ten primary teachers. **Aim:** To teach picture appreciation—to entertain our Parent-Teacher Association. **Schools Involved:** Central School, Roanoke Rapids, N. C. **Results:** Very entertaining to mothers and helpful to children in causing them to notice and value pictures.

Rockingham

348. Testing Native Musical Talents, Pupils in Grades 5-7, Inclusive. **By:** L. J. Bell, Superintendent of Schools, and Mrs. Mary H. Phillips, Music Supervisor. **Aim:** Comparison of native ability in music with white and colored pupils. **Schools Involved:** Rockingham white and colored schools. **Results:** Seashore tests are being used.

Roxboro

349. Grain-Growing in Person County. **By:** Section A of the sixth grade. **Aim:** To learn kinds of grain, processes of culture, and soil adaptation of grain grown in Person County. **Schools Involved:** Roxboro Grammar School, Roxboro, N. C. **Results:** Much information collected, project partly outlined, etc.

350. Manufactures of Person County. **By:** Section B of the sixth grade. **Aim:** To find sources of materials, process of manufacture, produced goods. **Schools Involved:** Roxboro Grammar School, Roxboro, N. C. **Results:** Much data collected; outlines in formation.

351. Manufacturing in Person County. **By:** Mrs. V. O. Blalocl, sixth grade teacher, section B. **Aim:** To study the manufacturing of Person County. **Schools Involved:** Roxboro Central School, Roxboro, N. C. **Results:** Greater interest in county, direct knowledge of certain manufactured products.

352. Products of Person County. **By:** Mrs. H. G. Simpson, sixth grade teacher. **Aim:** To study soil and products of Person County. **Schools Involved:** Roxboro Central Graded School. **Results:** Practice in letter-writing, spelling, composition, arithmetic, geography, outlining and hand-writing. Greater knowledge of grain products of the county.

Salisbury

353. Children of Other Lands—the Dutch. **By:** Kathleen Dyer, third grade teacher. **Aim:** Comparing their own mode of living with that of foreign people and such geography, history and English that came in.

Schools Involved: Frank B. John School, Salisbury, N. C. **Results:** Can be obtained from office of Primary Supervisor, Miss Nena DeBerry, Frank B. John School, Salisbury, N. C.

354. Children of Other Lands—the Eskimo. **By:** Kathleen Dyer, third grade teacher. **Aim:** Comparing their own mode of living with that of foreign people and such geography, history and English that came in. **Schools Involved:** Frank B. John School, Salisbury, N. C. **Results:** Can be obtained from office of Primary Supervisor, Miss Nena DeBerry, Frank B. John School, Salisbury, N. C.

355. A Community Study. **By:** Sarah V. Heilig, second grade teacher. **Aim:** An appreciation of the service rendered to the community and to us as individuals by the various industries and citizens of Salisbury. **Schools Involved:** Frank B. John School. **Results:** See report on the study that will be filed in the supervisor's office.

356. Foods—the Production and Uses. (This study is being made in connection with the management of the school cafeteria.) **By:** _____ **Aim:** To teach the history and hygienic and financial values of foods. **Schools Involved:** Frank B. John School. **Results:** Increased interest in life situations and tool subjects.

357. How to Keep Ourselves Healthy and up to Normal Weight. **By:** Virginia A. Goodman, second grade teacher. **Aim:** To have children do the things which will make them healthy. **Schools Involved:** Frank B. John School. **Results:** An accurate record has been kept which can be found in the office of the Primary Supervisor, Miss Nena DeBerry.

358. A Study of Food (arising from ordering food in cafeteria) and Needs of the Children in the School Cafeteria. **By:** Mrs. F. D. Furrow, first grade teacher. **Aim:** Prepare children (1) to order or select wholesome food in the cafeteria, (2) to meet situations that arise in the cafeteria. **Schools Involved:** Frank B. John School. **Results:** See report filed in the office of the supervisor, Miss Nena DeBerry.

Statesville

359. Making a Seventh Grade Library. **By:** Daisy Nicholson, Mayme McKeithan, Mary Thomas, Henry R. Hall and Mary C. Harris, all seventh grade teachers. **Aim:** To obtain books and furnish library room. **Schools Involved:** Elementary schools, Statesville, N. C. **Results:** Shelves installed, floor and woodwork refinished, chairs and table painted, curtains, chairbacks and draperies bought and made by children, 100 volumes added.

Shelby

360. Radio Program of R. C. A. **By:** Selma C. Webb, Principal. **Aim:** Music appreciation. **Schools Involved:** South Shelby Elementary School. **Results:** (No description of results furnished.)

Tryon

361. Busy Bee Club. (Weekly programs, correlated with all fund subjects of the grade.) **By:** Estelle M. Pace, teacher of fifth grade delinquents. **Aim:** To teach the child how to do research work on any subject given. **Schools Involved:** Tryon Graded School. **Results:** Pupils familiarized with library; taught how to use contents of books; taught how to use encyclopedias, and how to organize points in outline form.

362. Clothing. (Developed as outcome of stories in Child World, Reader III.) **By:** Mrs. A. J. Jervey, third grade teacher. **Aim:** To arouse interest and gain knowledge. **Schools Involved:** Tryon elementary schools. **Results:** Interest in materials, appreciation of value, better care of own clothing, knowledge gained, geography facts learned, increased ability of reading. Class visited hand weavers' shop, made small looms, wove Joseph's coat of many colors. Elson Reader III, page 187.

363. Clothing, With Special Emphasis on Kind of Clothing Made in Tryon. By: Mrs. Allen Jervey, third grade teacher. Aim: Appreciation of value and comfort, factual material, and reading material. Schools Involved: Tryon Elementary School. Results: Interest in Bible stories of Shepherd life. Finding new material in reading lessons. Increased reading ability. Increased knowledge.

364. Homes of the World. By: Thelma Mills, fourth grade teacher. Aim: Give the children a sympathetic understanding of people of the world. Schools Involved: Tryon Graded School. Results: 1. Kinds of homes, (a) materials, (b) location and effect of temperature and rainfall; 2. People in the Homes, (a) dress, etc.

365. Shelter. 1. Homes of the World (materials; 2. Schools, (a) Games, (b) Dress of Children. By: _____ Aim: Increase interest in different peoples of world, their industries, achievements, and relations to us. Schools Involved: Tryon Elementary School. Results: Interest and knowledge of other people. Sympathetic understanding of other races. Increased skill in use of supplementary materials.

366. Study of Indian Tribes of East, West and the Great Southwest. By: Addie Daniel, second grade teacher. Aim: To teach habits, homes, and lives of these tribes. Schools Involved: Tryon Graded School. Results: Stories, Hopi Land sandtable with real objects from Arizona. Geography, posters, measuring for houses, spelling, written story for newspapers.

367. "Vacation"—Health Project Correlating English, Spelling, Arithmetic, and Geography. By: Thelma Mills, fourth grade teacher. Aim: To give child an idea of a healthy, happy, wholesome and worth while vacation. Schools Involved: Tryon Graded School. Results: Making of booklet, expressing ideas in pictures and paragraphs, selecting desirable places to visit and precautions to take, making budget and figuring expenses of each place visited and finding things that make a vacation worth while.

Washington

368. A Pre- or Sub-First Grade Section. By: Miss Annie Tripp, teacher. Aim: To correct weaknesses in pupils who enter first grade unprepared. Schools Involved: John H. Small School, Washington, N. C. Results: Many pupils brought to point where they are able to do first grade work who would be lost in regular sections, etc.

369. Correlation of History and Geography in Fifth and Sixth Grades. By: Miss Elsie Cheek, Miss Nancy Singleton, Mrs. Bryan Winfield and Mrs. Norwood Simmons, teachers. Aim: Placing history on its proper geographical background. Schools Involved: John H. Small School. Results: Changed types of teaching on part of faculty and caused pupils to go outside of textbooks for information.

370. Special Section for Pupils with I. Q. of Under 70. By: Mrs. Etta Johnston, elementary teacher, and Mr. A. I. Braxton, Junior High School teacher. Aim: To teach pupils good civic attitude. Schools Involved: John H. Small Elementary School and High School. Results: Pupils like work and school life—not true before.

Weldon

371. An Extra-Curricular Activity Program in High School. By: A. W. Oakes, Jr., Superintendent, and Miss Katrine Wiggins, Principal. Aim: To find just what activities are best for small high schools. Schools Involved: Weldon High School. Results: Improved better adapted extra-curricular activity program.

Winston-Salem

372. Annual Age—Grade Survey. By: Frank H. Koos, Assistant Superintendent. Aim: To find out normal, overageness and underageness. Schools Involved: _____ Results: The number of pupils who were over and underage for their grade was determined.

373. Course of Study in Music. By: William Breach, Director of Music. Aim: To improve instruction in music. Schools Involved: Elementary. Results: Objectives and activities.

374. Opportunity Class for Pupils Who Are Mentally Proficient but Who Have for Various Reasons Lost Some Ground. By: Miss Elsie Teague, teacher 1928-1929; Mrs. Eva Hine, teacher 1927-1928; Mr. F. M. White, Principal, and Mabel Stamper, Rural School Supervisor. Aim: To tie up loose ends and put children on equal footing with their grade. Schools Involved: Sedge Garden School, Rt. 6, Winston-Salem, N. C. Results: The school in which the experiment is being tried has risen from near the bottom to near the top in comparisons which have been made.

375. Primary Grade Art Course. By: Miss Marion Leiger, assistant superintendent of Art, and primary teachers. Aim: To improve art instruction in the primary grades. Schools Involved: Elementary. Results: Objectives worked out. Activities are being planned.

376. Primary Reading Course of Study. By: Primary grade teachers. Aim: To provide better reading course of study. Schools Involved: Elementary. Results: Course in hands of final reviewing committee.

377. Rating the Entire School Eystem, 1926-1927. By: Frank H. Koos, Assistant Superintendent. Aim: To ascertain ranking of combined white and colored schools. Schools Involved: Whole school system of Winston-Salem. Results: A new ranking of eight largest North Carolina cities in 1926-1927.

378. Status of Elementary School Principals in North Carolina. By: A. B. Caldwell, Principal, and J. M. Shields, Principal, Forest Park and Waughtown Schools. Aim: To ascertain and improve status. Schools Involved: Elementary. Results: (No description of results furnished.)

379. Wiley School Reading Study. By: Frank H. Koos, Assistant Superintendent, and Wiley School teachers. Aim: To improve reading in Wiley School, grades 4-7. Schools Involved: Elementary. Results: New attacks on teaching of reading.

C
REPORTS FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Studies in Education

380. **Title:** Child Health Education. **By:** Hattie S. Parrott, Supervisor of Elementary Instruction, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Compilation of present best practice in teaching and supervising child health education in county schools. Study to be completed in 1930.

381. **Title:** County Survey of Pupil Ability as Determined by the Use of Stanford Achievement Tests in Grades III-VII in Bertie County, N. C. **By:** Nancy O. Devers, State Supervisor of Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Pupil retardation in terms of actual classification and in terms of pupil achievement. Larger schools with longer terms show greater pupil accomplishment. To be completed in 1930.

382. **Title:** Current Expense in the Public Day Schools of the United States, 1925-1926. Based on Bulletin 1927, No. 30, U. S. Bureau of Education. **By:** M. C. S. Noble, Jr., Director of the Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Comparative data on current expense in the United States. Special attention to current expense in North Carolina as compared with current expense in United States at large. Issued in mimeographed form.

383. **Title:** Current Practice in County School Supervision in North Carolina. **By:** Nancy O. Devers, State Supervisor of Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Part A: Supervisory practice and accomplishments for year 1928-1929; Part B: Comparison of results in supervision over a period of five years, 1924-1929.

384. **Title:** Current Reports on Activity Programs, Projects, Research Studies, etc., in North Carolina, 1927-1928. **By:** M. C. S. Noble, Jr., Director, the Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Lists and describes activity programs, projects, research studies, etc., which were undertaken in North Carolina in 1927-1928. Listed by cities, counties, and institutions, or agencies. Issued in mimeographed form.

385. **Title:** Current Reports on Activity Programs, Projects, Research Studies, etc., in North Carolina, 1928-1929. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Lists and describes activity programs, projects, research studies, which were undertaken in North Carolina in 1928-1929. List by counties, cities, and institutions or agencies. Printed bulletin.

386. **Title:** An Evaluation of the High School Reorganization Program in North Carolina. **By:** J. L. Memory, Jr., Inspector of High Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Phi Delta Kappa Thesis. Not for distribution.

387. **Title:** Free material for Instructional Purposes in Elementary Grades. **By:** Juanita McDougald, State Supervisor of Teacher Training in High Schools, and Hattie S. Parrott, Supervisor of Elementary Instruction, State Department of Public Instruction. **Brief Summary:** A classified collection of names and addresses to be used as sources of free teaching material. In terms of subject and topic taught. Issued in mimeographed form.

388. **Title:** Legal Provisions for the Selection of the Chief State School Official in Those States Where Selection is Exercised. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Collection of legal provisions bearing upon topic. On reference. Not for distribution.

389. **Title:** Methods of School Publicity in North Carolina, 1928-1929. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Contains an analysis of 58 school publications. Data as to type of news, number pages, size of printed sheet, etc. Issued in mimeographed form.

390. **Title:** The Minimum Compulsory School Term as Legally Defined in the Various States. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Consists of copies of sections from School Laws bearing upon topic mentioned. On reference. Not for distribution.

391. **Title:** More Efficient Supervision of Rural Schools and Economic Necessity, 1928. **By:** L. C. Brogden, Director, Division of Elementary Instruction, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Sets up some pertinent questions concerning our public schools and attempts to answer these in terms of school supervision. The importance of supervision as good business is made convincing and conclusive. Printed bulletin.

392. **Title:** Proceedings of the North Carolina Conference on Elementary Education, 1929. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Includes all speeches delivered during Conference. Contains valuable information regarding methods for reducing retardation; phases of child development; administrative problems, and methods of instruction for the elementary schools. To be issued in either printed or mimeographed form.

393. **Title:** A Program of Research for Rural School Supervisors. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Suggestions for Rural School Supervisors as to kinds of research to be undertaken; methods, etc. Issued in mimeographed form.

394. **Title:** Public High Schools of North Carolina: Three Measures of Excellence. **By:** J. L. Memory, Jr., Inspector of High Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Ranks counties and cities in North Carolina on per cent of total enrollment in High School, per cent of enrollment in daily attendance, and index of teachers training. Composite ranks were determined for the years 1925-1926 and 1927-1928. Printed in State School Facts.

395. **Title:** Report of District Conference on Child Health Education. Held at Kinston, Greensboro and Asheville during February, 1929. **By:** Hattie S. Parrott, Supervisor of Elementary Instruction, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Gives program and proceedings of a series of conferences on health education in supervised counties. Issued in mimeographed form.

396. **Title:** Standard Elementary Schools in North Carolina, 1928-1929. **By:** Susan Fulghum, Inspector of Elementary Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Increase in number of standard elementary schools. Five-year progress. Report libraries in standard schools. Outstanding needs in elementary education. Complete list of standard elementary schools. Issued in mimeographed form.

397. **Title:** Standards and Suggestions for Practice Teaching in North Carolina Senior Colleges. **By:** James E. Hillman, Director, Teacher Training and Certification, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Suggestions on organization of academic departments and Department of Education. Minimum standards for the administration of Practice Teaching with special reference to certification requirements are set up. Issued in mimeographed form.

398. **Title:** Statistical Study of Junior and Senior Colleges of North Carolina, 1927-1928. **By:** James E. Hillman, Director, Teacher Training and Certification, State Department of Public Instruction, Raleigh, N. C.

Brief Summary: Purpose of the study is to show how completely the individual colleges meet the standards of their classification. The study was made primarily for the Committee on Standards of the North Carolina College Conference. Issued in mimeographed form.

399. Title: A Study of Pupil Progress in Chowan County, North Carolina, Elementary Schools for Year 1928-1929 as Shown by Use of Standard Achievement Tests. **By:** Nancy O. Devers, State Supervisor of Elementary Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Retardation, poor attendance, and present year progress less than normal. There seems to be great need for better equipment. Results on file at State Department of Public Instruction.

400. Title: A Study of Supervisory Practice and Results Obtained for the Years 1926-1927 and 1927-1928. **By:** Nancy O. Devers, State Supervisor of Elementary Schools, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Bulletin organizes, summarizes, compares, and attempts in some parts to interpret and evaluate supervisory practice and results obtained. The bulletin to serve as a manual for local supervisors in setting up criteria. This is first of a series of similar bulletins to be published annually. Results on file at State Department of Public Instruction.

401. Title: Teacher Training in North Carolina. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** Teacher supply and demand in North Carolina. Amount and type of specific preparation possessed by elementary and secondary teachers in State. Printed bulletin.

402. Title: The Support of Public Schools in Alabama. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Alabama. Legal provisions, amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

403. Title: Public School Finance in Delaware. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Delaware. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

404. Title: Public School Finance in Georgia. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Georgia. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

405. Title: Public School Finance in Maryland. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Maryland. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

406. Title: Public School Finance in New Jersey. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in New Jersey. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

407. Title: Support of Public Education in North Carolina. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in North Carolina. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

408. Title: Public School Finance in Pennsylvania. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Pennsylvania. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

409. Title: Public School Support in South Carolina. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in South Carolina. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

410. Title: Public School Finance in Tennessee. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Tennessee. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

411. Title: Public School Finance in Virginia. **By:** M. C. S. Noble, Jr., Director, The Division of Information and Statistics, State Department of Public Instruction, Raleigh, N. C. **Brief Summary:** A statement as to local and State sources of revenue for public schools in Virginia. Legal provisions; amount raised; methods of collection and distribution of local and State school funds. Also reference materials. On reference at State Department of Public Instruction. Not for distribution.

State School Facts

412. Current Expense Distribution. Vol. V, No. 1, Sept. 15, 1928.

413. Instructional Service. Vol. V, No. 2, Oct. 1, 1928.

414. American Education Week. Vol. V, No. 3, Oct. 15, 1928.

415. Then and Now. Vol. V, No. 4, Nov. 1, 1928.

416. Rank of School Systems. Vol. V, No. 5, Nov. 15, 1928.

417. Training of Teachers. Vol. V, No. 6, Dec. 1, 1928.

418. Scholarship of White Teachers. Vol. V, No. 7, Dec. 15, 1928.

419. School Attendance. Vol. V, No. 8, Jan. 1, 1929.

420. Value of School Property. Vol. V, No. 9, Jan. 15, 1929.

421. Public High Schools. Vol. V, No. 10, Feb. 1, 1929.

422. School Term. Vol. V, No. 11, Feb. 15, 1929.

423. Consolidation and Transportation. Vol. V, No. 12, March 1, 1929.

424. Measures of High School Excellence. Vol. V, No. 13, March 15, 1929.

425. A Study of Certificates in Use. Vol. V, No. 14, April 1, 1929.

426. Cost of Transportation. Vol. V, No. 15, April 15, 1929.

427. The States and Public Education. Vol. V, No. 16, May 1, 1929.

428. The States' Ability to Support Schools. Vol. V, No. 17, May 15, 1929.

429. Age-Grade Distribution. Vol. V, No. 18, June 1, 1929.

430. The Over-Ageness of School Children. Vol. V, No. 19, June 15, 1929.

431. Promotions, Attendance and Term. Vol. V, No. 20, July 1, 1929.

432. Expenditures for Public Education. Vol. V, No. 21, July 15, 1929.

433. Current Expense for Schools. Vol. V, No. 22, August 1, 1929.

434. Cost of Instructional Service. Vol. V, No. 23, August 15, 1929.

435. Rank of School Systems. Vol. V, No. 24, Sept. 1, 1929.

Miscellaneous Publications

436. Standards for the Elementary Schools, 1928-1929. Educational Publication No. 120. Division of School Inspection No. 33.

437. Biennial Report, Part II, 1926-1928. Educational Publication No. 121. Division of Finance and Statistics No. 28.

438. Supplementary Library List. Educational Publication No. 122.* Division of School Inspection No. 34.

439. Larger Unit Studies. Educational Publication No. 123.* Division of Elementary Instruction No. 26.

440. A Diagnostic Study in Arithmetic. Educational Publication No. 124.* Division of Elementary Instruction No. 27.

441. More Efficient Supervision of Our Rural Schools an Economic Necessity. Educational Publication No. 125. Division of Elementary Instruction No. 28.

442. Directory of School Officials, 1928-1929. Educational Publication No. 126. Division of Publications No. 36.

443. Biennial Report, Part I, 1926-1928. Educational Publication No. 127. Division of Publications No. 37.

444. Biennial Report, Part IV, 1926-1928. Educational Publication No. 128. Division of School Inspection No. 35.

445. N. C. State List of Approved High School Textbooks, 1929-1934. Educational Publication No. 129. Division of Publications No. 38.

446. New School Legislation, 1929. Educational Publication No. 130. Division of Publications No. 39.

447. The Public School Law. Educational Publication No. 131. Division of Publications No. 40.

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*Out of print.

D

REPORTS FROM THE NORTH CAROLINA EDUCATION ASSOCIATION

448. The Background of High School Latin. By: Ruth O. Wofford, Rachel Sibley, Edna Geiger and E. K. McNue, Research Committee for the Latin Teachers' Association of the N. C. E. A., North Western District. Brief Summary: A list of books and other material to be used by teachers who are interested in improving the quality of their work through a broader study of the field of background.

449. The Background of High School Latin. By: J. Minor Gwynn, Susie G. Michaels and Sallie M. Oliver, Research Committee for the Latin Teachers' Association of the N. C. E. A., North Central District. Brief Summary: Several books recommended for study by teachers. These books selected on the basis of their value as background material.

450. A Comparative Study of the Training of Teachers in the Various Districts of North Carolina. By: Leon R. Meadows, English teacher, Greenville, N. C.; Leonora Watts, English teacher, Kinston, N. C., and Mary Jane Carroll, English teacher, Elizabeth City, N. C. Brief Summary: The relative training of teachers—both city and rural—in the various districts of North Carolina was ascertained.

451. The Correlation of Latin With English. By: T. W. Valentine, Chairman; Louise A. Wilson and Mary E. Dillard, Research Committee for the Latin Teachers' Association of the N. C. E. A., Western District. Brief Summary: (No information furnished.)

452. Current Practices in Educational and Vocational Guidance in North Carolina, 1928-1929. By: J. Warren Smith, Chairman, Research Committee, North Carolina Guidance Association of the N. C. E. A. Brief Summary: Shows scope and nature of educational and vocational guidance in the AA-I and A-I high schools of North Carolina.

453. Directed Study in Latin. By: Catherine Clegg, Emily Frazer and Irene Lorance, Research Committee for the Latin Teachers' Association of the N. C. E. A., South Piedmont District. Brief Summary: A bibliography of thirty books pertaining to directed study was mailed to all teachers in the district. The Latin teachers were also furnished with information along the following lines: (1) how to study, (2) the purposes in studying Latin, (3) guiding rules for the studying of Latin, (4) methods for mastering a lesson in Latin, and (5) suggestions as to how supervised study may serve to replace teaching, etc. All materials and data collected were distributed among the Latin teachers in the district.

454. Dividends on Our Educational Investment. By: Jule B. Warren, Secretary-Treasurer of the N. C. E. A. Brief Summary: A study of (1) the relationship between investment in education and growth in wealth of a State, and (2) between per capita investment and school efficiency.

455. General Bibliography on Correlation of Latin and English. By: Bertha Dunlap, Elizabeth Kendrick and Gladys Moore, Research Committee for the Latin Teachers' Association of the N. C. E. A., North Eastern District. Brief Summary: A bibliography including nineteen publications devoted to the correlation of Latin and English.

456. Interpreting the Schools to the Public. By: Jule B. Warren, Secretary-Treasurer of the N. C. E. A. Brief Summary: A handbook for use of school officials in getting the public to understand and appreciate the modern school. Published in pamphlet form.

457. Latin Background. By: Lelia Mae Gill, Mrs. Hetty McAllister, Mrs. A. H. McLeod and Miss Annie Horner, Research Committee for the Latin Teachers' Association of the N. C. E. A., Southeastern District. Brief Summary: List of books and other material which the committee recommends as a suggestive guide to the teachers in the district who are interested in improving the quality of their work through a broader study

in the field background. The list of books to be used as an aid in building up the proper background for the teaching of High School Latin.

458. Returns From the Questionnaire on Recreational Reading Sent Out by Grammar Grade Department of the N. C. E. A. By: Mary A. Fitzgerald and Grace Brunson, Research Committee for the Grammar Grade Teachers' Association of the N. C. E. A.. Brief Summary: Shows provisions made for recreational reading during the school term, during the school day, and during vacation. Also methods of encouraging recreational reading during the school term. Study includes a list of 25 of the most popular books for grammar grade boys and girls. A list of new fiction and a list of selected magazines for grammar grade children.

459. Social Studies Material for High School Libraries in North Carolina. By: Gladys Boyington, Gladys Smith, Gladys Moore and A. K. King, Research Committee of Council of Social Studies. Brief Summary: An analysis of the number of books and types of books to be used for social science work in the high schools was prepared. Books were ranked through the questionnaire method on the basis of the frequency with which they were found in high school libraries. Study embraces Ancient, Medieval, Modern, and American History.

460. Standards and Status of the Elementary School Principalship in North Carolina, 1928-1929. By: A. B. Caldwell and J. M. Shields. Brief Summary: A comparison of standards adopted by Elementary Principals Association of the N. C. E. A. with actual conditions. The standards were adopted 1927-1928. The status data were collected in 1928-1929.

461. State Government in North Carolina. By: Jule B. Warren, Secretary-Treasurer of N. C. E. A. Brief Summary: A series of twenty articles on State Government, said articles to appear in North Carolina Teacher or newspapers of State.

462. A Survey of the Position of Dean or Adviser of Girls in North Carolina High Schools. By: Fannie S. Mitchell, Secretary of N. C. Association of Deans and Advisers of Women and Girls. Brief Summary: Study shows number of schools having deans of girls. Variation of title given to person serving in said capacity. Experience, salaries, training and service rendered.

E
REPORTS FROM INSTITUTIONS OF HIGHER LEARNING
(White)

Cullowhee State Normal School

463. Correlation Between Average Yearly Grades and Intelligence Ratings for One Hundred Normal Students. By: C. H. Allen, Professor of Educational Psychology, with Ed. 113 Class. (Tests and Measurements.) Brief Summary: Aim—To determine the correlation between the average yearly grades of students and their intelligence ratings. The Otis Group Intelligence Scale A is being used. The information for grade averages is obtained from office of Registrar. Records for 1927-1928 are used. Formula used $\frac{E \times Y - C \times CY}{N \quad V \times VY}$. Results to be obtained: To help determine to what extent a student's record can be predicted by entrance intelligence examination; also, to search for a basis for eliminations of incapable students.

464. Correlation Between English and Intelligence Ratings on Eighty Normal School Juniors. By: C. H. Allen, Professor of Educational Psychology, with Ed. 113 Class. (Tests and Measurements.) Brief Summary: Correlation desired between entrance examinations on Columbia Research English Test, Parts I, II, III (combined) and Otis Group Intelligence Scale, Form A. Scores on eighty students were available for this correlation. Purpose to determine best tests to use for entrance examination. Results: r = .65—.04. Formula: $\frac{E \times Y - C \times CY}{N \quad V \times VY}$ Conclusion: Further testing necessary to determine best combination of tests to use for entrance examination. Significant positive correlation shown between scores on above named tests.

465. Early History of Cullowhee. By: E. H. Stillwell, history teacher. Brief Summary: (a) Cherokee Indians, (b) Early land grants, (c) Earliest white comers, (d) Earliest religious activities, (e) Earliest efforts at providing schools, (f) Beginning of free schools, (g) The coming of R. L. Madison, (h) First charter, (i) Development. (Only the bare outline given.)

466. Educational and Mental Survey of One Hundred Fifty Children in the Cullowhee Training School (3rd, 4th, 5th, 6th and 7th grades). By: C. H. Allen, Professor of Educational Psychology, with Ed. 113 Class. (Tests and Measurements.) Brief Summary: Aim—To make a thorough diagnosis of the achievement and intelligence ratings of 150 children and to work out a constructive program of remedial work. Tests used are listed on back of card on file. The tests were given by Miss Swain, county supervisor, and scored by critic teachers and student teachers. Class and individual standards were prepared for each subject and grade with standard norms both in table and graphic form. A carefully worked out interpretation of results and definite outline for remedial work were put into the hands of each critic teacher. Teachers were furnished confidential sheets for intelligence ratings. Tests used in October, 1928. Survey made in Cullowhee Training School.

467. An Experiment in Oral Reading. By: Cordelia Camp, Director of Training School, and C. H. Allen, Professor of Educational Psychology. Brief Summary: (No information.)

468. An Experiment in the Study of Wild Flowers in the Elementary Grades. By: Cordelia Camp, Director of Training School and Critic Teachers. Brief Summary: To lead pupils to appreciate the wild flowers around them and to preserve rare specimens; Scope: Studied all wild flowers in the community blooming in July, August; classification of same; close correlations of literature. Results: Concluded that pupils in elementary grades can understand and practice considerable science of this nature.

469. Experimental Study in the Improvement in Oral Reading with One Hundred Fifty Training School Children. By: C. H. Allen, Professor of Educational Psychology, with critic teachers and Ed. 113 class. Brief Summary: Aim—To measure objectively the improvement that can be made in oral reading through careful analysis and remedial work. Gray's Standardized Oral Reading Check Tests, Sets II, III, IV are being used. Modified scoring sheet consisting of eight essential items is used to measure child's rating. Individual and grade graphs are being prepared. Systematic remedial work is being carried on. Test to be repeated each month and progress plotted on graphs. Only test No. 1 has been administered to date. Project promises to make marked individual gain in oral reading achievement.

470. Rural Social Distance of Normal School Students. By: John S. Seymour, Director of Rural Education. Brief Summary: Aim—Ascertain and measure attitude prospective women teachers towards rural life; Scope: Teacher training institutions in North Carolina studied; Results: (1) Overwhelming rejection of rural life; (2) Those born and reared in country have a closer sympathy for rural life than those born and reared in towns and cities; (3) Those who received their elementary and high school education in rural schools have a closer sympathy for rural life than those who received this same type of education in town and city schools; (4) Those who have a closer sympathy for rural life would choose teaching positions most intensive in their rural setting.

471. Statistical Study of Teachers' Grades Given in the Cullowhee State Normal During Session 1927-1928 and Summer 1928. By: C. H. Allen, Professor of Educational Psychology with Ed. 113 Class. (Tests and Measurements.) Brief Summary: Aim—To make an analysis of the distribution of each instructor's grades given over a period of one year or four quarters. A graph is made, superimposed on a normal distribution curve of 3%, 22%, 50%, 22%, 3% for each of the five grades in the grading system. The results of this study are to be brought before the teachers in faculty meeting so that each one may analyze his own grading in light of others as well as the light of the standard. Results—To aid in standardizing our grading system in actual practice among our teachers. A similar study has been made for the past three years, and results show that our teachers are improving in their distribution of grades. In other words, there is an improvement in the uniformity of the distribution curves.

Eastern Carolina Teachers' College

472. The Project Theme. By: Leon R. Meadows, English teacher. Brief Summary: As a test of the project method a full quarter was spent with a large class in the development of the project theme.

473. Prognostic Values of College Entrance Examinations. By: C. L. Adams, Professor of Education, and M. L. Wright. Brief Summary: To discover if college entrance examinations as now administered in the North Carolina high schools possess predictive value in pre-determining success or failure in a teachers' college.

474. Remedial Work in Seventh Grade Reading. By: Frances Wahl, critic teacher. Brief Summary: Monroe's Standardized Silent Reading Test given at beginning of fall quarter showed that of the 29 pupils in this section of seventh grade, 6 were above standard med. in comprehension and 18 in rate. The practice teachers did remedial work with this group. At end of quarter 26 were above standard med. in comprehension and 25 in rate.

475. The Reliability of Teacher Personality Tests (1930). By: C. L. Adams, Professor of Education, M. L. Wright. Brief Summary: This is an attempt to find out whether or not tests purported to measure a teacher's personality are reliable.

476. A Study of the Teaching of Composition in Teachers' Colleges. By: Leon R. Meadows, English teacher. Brief Summary: Can be had at Bureau of Publications, Teachers' College, Columbia University, N. Y.

Elon College

477. Organization of a Major in Religious Education in Colleges. By: W. A. Harper, President, Elon College. Brief Summary: Not completed.

Lenoir-Rhyne

478. An Evaluation of Four Group Intelligence Tests Both as Measures of Intelligence and Instruments (1930). By: Grady R. Patterson, Professor of Education. Brief Summary: To compare the relative value of four current group intelligence tests as measures of intelligence and instruments for classification.

479. A New English Grammar (for eighth and ninth grades). By: E. L. Setzler, Professor of English. Brief Summary: A grammar developed on Anglo-Saxon foundations presenting elementary old English forms at the same time the modern forms are studied, thus enabling the student to understand the forms he learns. Offered to take the place of the present Latin which is rapidly being dropped in many places. Three chapters completed.

North Carolina College for Women

480. The Exceptional Child in the Elementary Schools of North Carolina. By: Daily Cuthbertson, Supervisor of Special Classes in Charlotte Public Schools. Brief Summary: Classification of exceptional pupils; what is being done for them as revealed by answers to questionnaire: recommendations, bibliography. It is important to segregate, study and develop these pupils along special lines.

481. Some Confusions in Language Usage (1931). By: Phillip L. Harriman, Associate Professor. Brief Summary: What are the wrong responses, their variety, their range, and the causes which probably are operative—that appear in the written English of twelve hundred high school graduates.

482. The Teaching of History in North Carolina. By: Miss Bessie Terry, Principal, Grammar School, Rockingham, N. C. Brief Summary: (None given.)

483. The Training and Equipment of the High School Teacher of English in the State of North Carolina. By: Fern Joanna Curtis. Brief Summary: Training desirable: Actual training one hundred teachers have consideration of opportunities for training.

North Carolina State College

484. An Analysis of the Beliefs of College Students. By: K. C. Garrison, Associate Professor of Psychology. Brief Summary: To ascertain what types of activities people differ in their beliefs most. How do beliefs vary in certainty and in type from college year to year. Sex differences in beliefs.

485. Extra-Curricula Activities in Rural High Schools. By: L. W. Umstead, Principal, Garner High School. Brief Summary: Present status of extra-curricula activities with suggestions of program for rural high school.

486. Intelligence Test Scores and Choice of Major Field. By: K. C. Garrison, Associate Professor of Psychology. Brief Summary: Graduate group of teachers superior in intelligence, freshmen and specials inferior, while the other groups were approximately the same. Age bears no relation to intelligence. Foreign language, mathematics, and science teachers scored highest on the test. 331 teachers were used in this study.

487. Psychology of the Elementary School Subjects. By: S. C. Garrison, Professor of Psychology, Peabody College, and K. C. Garrison, Associate Professor of Psychology. Brief Summary: An analysis of the learning processes and psychological laws pertaining to the elementary school subjects.

488. The Relationship Between Three Different Vocabulary Abilities. By: K. C. Garrison, Associate Professor of Psychology. Brief Summary: Word-building, rhyming exercises and the sentence vocabulary were the three abilities tested. Third grade pupils were given tests for these abilities. Positive correlations were found to exist between the three abilities. Rhyming correlated higher with sentence vocabulary than did word-building.

University of North Carolina

489. Development of Education in Ashe County, North Carolina. By: A. B. Hurt, Student at U. N. C. Brief Summary: Historical developments, present conditions, and recommendations for future growth.

490. Development of Education in Elbert County, Georgia (1930). By: C. G. Lawrence, high school teacher. Brief Summary: Historical developments, present conditions, and recommendations for future growth.

491. The Development of Education in Halifax County (1930). By: J. W. Coon, North Carolina High School teacher. Brief Summary: Historical developments, present conditions, and recommendations for future growth.

492. Development of Education in Wilson County, North Carolina (1930). By: George A. Short, teacher in Wilson County. Brief Summary: Historical developments, present conditions, and recommendations for future growth.

493. The Development of a Pre-Vocational Junior High School in a Small Community. By: George H. Hill, Principal, Ronda, N. C. Brief Summary: This thesis was the outcome of an experiment tried in a small Georgia consolidated school. The aim was to develop a program of curriculas and extra-curricular activities which should be in conformity with the Seven Principles of Secondary Education. Various measures, mostly subjective, tended to justify the program prepared.

494. Education in Caswell County, North Carolina (1930). By: H. Abell Sheffield, teacher in Caswell County. Brief Summary: Historical developments, present conditions, and recommendations for future growth.

495. Education in North Carolina (1930). By: Edgar W. Knight, Professor of Education. Brief Summary: A revision of "Public School Education in North Carolina" (Houghton-Mifflin, 1916), which is to be brought up to date and to include new material.

496. Education in the United States. By: Edgar W. Knight, Professor of Education. Brief Summary: A historical study, which contains much new material, and which undertakes to give a broad view of education in the United States. Published by Ginn & Company, 1929.

497. The Educational and Professional Fitness of North Carolina High School Teachers for Their Jobs (1932). By: O. A. Tuttle, Principal, Micro, N. C. Brief Summary: The object of this study is to ascertain what degree of correlation exists between the work actually being attempted by teachers in North Carolina high schools and the preparation made in college for this work.

498. High School Libraries in North Carolina. By: M. A. Huggins, Professor of Education, Meredith College. Brief Summary: A study of the origin, development, and present status of high school libraries in North Carolina.

499. Higher Education in North Carolina Prior to 1860 (1930). By: W. E. Drake, Fellow, University of North Carolina. Brief Summary: (None given.)

500. The Influence of the Baptists on Education in South Carolina. By: H. C. Hudson, teacher in Mecklenburg County schools. Brief Summary: (None given.)

501. Inter-Collegiate Sports and Physical Education. By: Minnie Atkinson, Director of Physical Education, Salem College. Brief Summary: (None given.)

502. Mental Growth. By: A. M. Jordan, Professor of Educational Psychology. Brief Summary: One hundred eighty-three children tested consecutively for six different times. I. Q.'s plotted and changes in I. Q.'s noted; Mental ages also used to compute mental growth curves.

503. Occupational Influence on Mental Growth. By: A. M. Jordan, Professor of Educational Psychology. Brief Summary: Mental levels computed for various types of occupational groups. Hope to discover, if possible, the differential influence of environment on mental growth.

504. Scotch-Irish and Education in North Carolina (1930). By: G. C. Davidson, Superintendent of Roxboro, N. C., schools. Brief Summary: (None given.)

505. The Theory of Guidance in Rousseau's *Emile*. By: Mabel Bacon, Student at University of North Carolina.

Queens College

506. Photographine Eye-Movements in Spelling. By: Ethel Abernethy, Professor of Psychology and Education. Brief Summary: General problem—To determine the relation between the method of learning to spell, as indicated by photographic records of eye-movements, and efficiency in learning. Good and poor spellers were compared. The two groups differed mainly in the more marked tendency of the good spellers to concentrate attention upon the difficult parts of words.

F
REPORTS FROM INSTITUTIONS OF HIGHER LEARNING
(Negro)

Agricultural and Technical College

507. The Extent to Which Vocational Agricultural Instruction is Being Used by Those Students Who Have Taken the Course One or More Years. By: S. B. Simmons, Supervisor, Vocational Agriculture. **Brief Summary:** To determine the effectiveness of vocational agriculture in Negro Public Schools, and to serve as a guide in making the program more effective in the future. Forty-one departments with 81 teachers and 1,127 students were studied. 36.16 per cent of the former students are following farming as their occupation. 238 former students are living on the farm, 152 following other occupations.

508. Facts Concerning Vocational Agricultural Students. By: Gevera R. Little, student. **Brief Summary:** Purpose—To determine the effectiveness of vocational agriculture, and to what extent the boys who studied vocational agriculture are engaged in farming after leaving school; 26 departments of vocational agriculture were studied. Results—Students are gradually learning the importance of vocational agricultural education. A small percentage of boys trained in agriculture go to college.

509. Psychology of Military Training in the High School. By: W. T. Gibbs, Professor of Military Science and Tactics. **Brief Summary:** To show that the present high school program does not cover this phase of the boys' training; to stress its importance as a feature of training for citizenship, and to show that the ideals and attitudes of the citizen-soldier toward military service are just as essential as his health.

510. Suggestions for Curriculum-Making in Agriculture for the Negro Agricultural and Technical College of North Carolina. Based Upon a Study of Agriculture in North Carolina and the Experience of Teachers of Agriculture. By: F. Marcellus Staley, Dean of the Agricultural School. **Brief Summary:** Purpose—To interpret and evaluate the agricultural status with reference to the formulation of suggestions in curriculum-making in agriculture and A. and T. College. Recommendations were made which have been helpful in preparing the courses of study which are now in operation at the college.

511. A Study of the Accredited Negro High Schools of North Carolina Over a Period of Four Years to Determine Number of Graduates Entering College. By: L. H. Smith, Jr., student. **Brief Summary:** Twenty-four school responded. The general trend in the number of high school graduates was slightly upward. The trend in the number of students entering college was markedly upward during the first three years of study. In the first year, less than half of the high school graduates entered college. During all of the other years more than 50% entered college.

512. A Study of the Training and Teaching Experience of the Teacher of Vocational Agriculture. By: F. Marcellus Staley, Dean of the Agricultural School. **Brief Summary:** To discover the training experience of those in charge of the work, in order to make recommendations for more effective teaching in the future. Approximately 300 teachers will be studied.

513. A Study of the Status of Negro Teachers in Eighteen Accredited High Schools of North Carolina. By: T. A. Hamme, Student. **Brief Summary:** There were 221 teachers studied, 45 did not have any degrees, 114

held A.B. degrees, 48 B.S. degrees, 9 A.M. degrees, 5 held other degrees. Forty-four were trained in schools of North Carolina; 22 of these came from Shaw. As to teaching experience, it was found that the majority of teachers had teaching experience less than six years. The average monthly salary ranged from $70 to $90.

514. A Vocational Agricultural Community Survey of the Olive Hill Township of Person County. By: Chas. J. Ford, Teacher. Brief Summary: The farmers are largely tenants. Only 20 per cent own their own land. Six and two-thirds per cent of the farmers and their wives are high school graduates. Eighteen farmers did not take any newspapers or periodicals. All farmers were Baptists. Thirty farmers were studied.

515. Vocational Choices of College Students of A. and T. College. By: A. M. Overton, Student. Brief Summary: Purpose—To determine the effectiveness of the types of instruction that is being given to the students enrolled in the college. All students were studied. Choices: Agriculture, 35; physical education, 3; auto mechanics, 12; building contractors, 7; blacksmith, 1; architectural engineering, 6; electrical engineering, 6; tailoring, 4, and professions, 30.

516. Vocational Choices of Secondary Students in the Negro Accredited High Schools of North Carolina. By: E. A. Mebane, Student. Brief Summary: Purpose—To assemble and classify vocational choices in order to furnish a scientific basis for vocational guidance. Thirty-eight schools were surveyed. The most popular choice was professional. Trade and business occupational groups were proportionally small in comparison with the professional group. The clerical group was second in choice among the girls and trade was third.

517. What Should be the Professional Content of the Curriculum for Training Teachers of Vocational Agriculture? By: F. Marcellus Staley, Dean of the Agricultural School. Brief Summary: To assist teacher-trainers in preparing curricula for trainees in vocational agriculture. Scope: Seventeen land grant colleges. Results: Arrangement of courses that give a minimum of 18 semester hours and a maximum of 21 semester hours of credit in education and psychology.

North Carolina College for Negroes

518. Freshmen and Seniors in Negro Colleges in North Carolina. By: Alfonso Elder, Professor of mathematics. Brief Summary: Gives some salient facts about negro education in North Carolina. Discusses the students from such standpoints as age, marital relations, economic conditions, interest in work, failures, occupations, and reasons for going to college. Opinions of students on religion, morals, social equality, etc. Vocation considered.

Shaw University

519. Studies by the Pestalozzi Club. By: Students of Shaw University. Brief Summary: Compilation of papers by college students dealing with the following topics: Non-standard Negro high schools, development of private Negro education in North Carolina, comparative study of Negro and white education in North Carolina, and other minor papers.

520. Survey of Raleigh and Wake County Schools. By: Teachers of Wake County and Raleigh school systems. Brief Summary: A study worked out by committees dealing with historical background, current statistics, programs of schools, vocational work, extra-curricula activities in the schools of Raleigh and Wake County.

State Normal School

521. Sociological Aspects of Promotion and Retardation of Elementary and High School Pupils. Based on Facts Concerning Negro Elementary and High School Pupils in North Carolina, 1925-1926. By: Wm. Mason Cooper, Dean of the State Normal School, Elizabeth City, N. C. Brief Summary: To determine what sociological forces operate to help or hinder North Carolina Negro elementary pupils in moving forward in their school careers at an optimum rate and what implications may be made to improve the situation. The following types of factors influencing the problem are enumerated and explained: Geographic, biological, technological, sociological. Principles leading to the rectification of existing conditions are listed.

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NOTE: Descriptions of studies are worded as per descriptions originally furnished by persons reporting studies.

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EDUCATIONAL PUBLICATION NO. 135 DIV. OF INFORMATION AND STATISTICS NO. 1

Teacher Training in North Carolina

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Director of the Division of Information and Statistics

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FOREWORD

This Report, written by Dr. M. C. S. Noble, Jr., Director of the Division of Information and Statistics of the State Department of Public Instruction, purposes to give data concerning the status of teacher training in North Carolina.

Chapter I deals with the supply of and demand for trained teachers in the State. The actual figures for the period 1900-1925 are used as the basis for calculating "supply" and "demand" figures for the period 1925-1950. Estimates as to the relationship between the supply of and demand for trained teachers during the period 1925-1950 are considered from two angles: (1) Assuming that the 1925-1926 figures are merely maintained; and, (2) Assuming that the 1925-1926 supply figures increase 100 per cent. Dr. Noble, in presenting these estimates in willing to admit, frankly enough, that these estimates must not be taken too seriously. They do, however, constitute a sincere attempt to provide an insight into the problem which confronts the State.

Chapter II deals with the specific preparation provided in the teacher training program now in practice throughout the State. These figures are valuable in that they show the need for a definite attempt to provide more specific training for North Carolina's teachers.

In conclusion it must be said that the State Department of Public Instruction sincerely hopes that this Report will be of value to students of Education throughout the State.

A. T. Allen

State Superintendent of Public Instruction.

June 11, 1929.

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TEACHER TRAINING IN NORTH CAROLINA

INTRODUCTION

A. Purpose

The Division of Information and Statistics of the State Department of Public Instruction working at the suggestion of Hon. A. T. Allen, State Superintendent of Public Instruction, has since July 1, 1926 as a major activity, been making a survey of teacher training conditions in North Carolina. The Report, which is herewith presented, purposes to give both a quantitative and a qualitative description of teacher training in this State. The quantitative analysis will present the more pertinent figures pertaining to supply and demand. The qualitative analysis will show the academic and professional preparation provided for the groups of teachers holding several types of certificates. It is hoped that this abbreviated description of teacher training conditions in North Carolina will contribute towards a more complete understanding of existing conditions and toward improvement in the type of teachers provided for the schools of our State.

B. The Importance of Teacher Training

No study of teacher training conditions in North Carolina could be complete without due mention of the importance of an adequate supply of well trained teachers. If the reader keeps well in mind the State's responsibility to its citizenry for teacher training, this report will undoubtedly be of greater interest. Let us, therefore, inquire into the social necessity for an adequate supply of well trained teachers.

Education in a Democracy postulates an equal opportunity for every child to develop fully his God-given abilities. The maximum realization by the child of such an opportunity depends most upon the efficiency of his teachers. The teacher, acting as a most powerful environmental influence, has the privilege of directing the child's ideas, of awakening his interests and of preparing him for that degree of social participation which makes for the best in citizenship. The rapidity of the child's transition from dependence to independence inevitably depends upon the efficiency of the teacher; human economy, therefore, demands a well trained teacher. Until a State can place an adequately trained teacher in every class room within its borders, it has not measured up to this ideal of Democracy.

North Carolina has known a time when it was generally believed that anyone who had mastered some field—or more often "fields"—of subject matter was sufficiently prepared to teach effectively in her public schools. Then the belief prevailed that it was enough to teach straight-cut subject matter to the child, and that the child's powers were such as to enable him to apperceive and individualize of his own initiative the values and usages inherent in the subject matter. Then it was that teachers taught "subject matter"—not "children." Then it was that the citizenry was inclined to accept the point of view that the mere knowledge of subject matter carried with it the ability to teach pupils.

That day fortunately is passé and North Carolina's citizenry now stands convinced that a mere knowledge of subject matter alone does not neces-

sarily carry with it the ability to teach. School teaching undoubtedly requires skilled ability, and skilled ability is found where there has been scientifically arranged training. Modern developments in the field of education—statistical studies, standardized tests, surveys, and most important of all, classroom experiences—have served to demonstrate that teaching, when properly achieved, is decidedly a professional activity, and as such—just as in the case of any profession—demands a prolonged period of intelligently planned preparation.

North Carolina's recognition of the importance of teacher training is evidenced by many facts. It is significant to note: that twenty-one white high schools in North Carolina have teacher-training departments; that schools of Education are maintained at N. C. C. W. and at the University; that there is a State-owned teachers college at Greenville; that the State owns two standard normal schools for the training of white teachers, and four standard normal schools for the training of negro teachers; that there are thirty-one rural school supervisors; that among the denominational and private institutions of higher learning for both races there are more than twenty-five institutions which include education courses in their curricula, and that three divisions of the State Department of Public Instruction carry on activities devoted exclusively to the improvement of instruction within the public schools.

C. History of the Teacher Training Movement in North Carolina

The State of North Carolina has employed many devices for creating and maintaining an adequate supply of well trained teachers for its public schools. The selection of these devices has been characterized by a natural evolution. The first device to be employed was certification through examinations. The second device was the reading circle. These circles were given over to the study of professional books. In 1923-24 the State Superintendent of Public Instruction wrote:

> "The superintendents and principals over the State entered into this scheme with great enthusiasm. Fifteen thousand teachers annually studied some strong new book and passed a successful examination on it. At first the Department gave certificate credit for this work. When the summer school program was well launched, it was considered unwise to give further promotion credit for this work. Notwithstanding the withdrawal of credit for this work, more than eight thousand teachers last year, under the direction of their superintendent, completed an up-to-date strong book."*

In 1919 the teachers institute gave way to county summer schools. The county summer schools provided the teachers throughout the State with an opportunity to study under competent and skillful instructors. The county summer schools were within easy reach of every teacher within the State. These summer schools were largely attended and enthusiastically supported by the teachers and superintendents. The scarcity of teachers made entrance requirements for these summer schools an impossibility. In 1923-24 the State Superintendent of Public Instruction wrote:

> "As the high schools increased in number, it has been possible to set up certain scholastic attainments for entrance. At first we set up two years of high school work, then three, and we feel justified in 1925 in requiring high school graduates for entrance to these schools. Since the high schools for white people are now turning out 8,025 graduates a year and the colored schools approximately 800, it is felt

> that no new teacher should be allowed to begin work unless she is at least a high school graduate. It will be necessary to conduct these schools for a few more years to come for the 2,200 nonstandard white teachers and the 2,400 nonstandard colored teachers, and until our teacher training facilities can turn out more adequately trained teachers to take their places."*

During the summer of 1926 no county summer schools for white teachers were held, and it is hoped that by 1929 it will be possible to discontinue county summer schools for negro teachers.

When, as has been shown, North Carolina reached the point where high school graduation was the entrance requirement to the teaching profession in the State the institutional summer school became the logical successor to the county summer school. Obviously enough, this transition step marked simply another achievement along the highway of higher professional standards. In the institutional summer school, teachers can build up, even while in service, credit towards college graduation.

The summarize then as to the type of agency which is at present carrying on accredited teacher training activities it may be said: (a) That such teacher training as is provided for white teachers is given entirely at institutions of higher learning—either during the regular sessions or at summer schools,—and, (b) That teacher training for negroes is given at institutions of higher learning for negroes—either during the regular sessions or summer sessions,—and at county summer schools.

The interest of this State in teacher training has hinged around the sound notion, generally accepted, that the central problem of education is to get and to keep real teachers. The population of our State both urban and rural is just now so vitally interested in this problem that it is asking the very pertinent question: How effective, both quanitatively and qualitatively, is our teacher training machinery?

D. Acknowledgment

The author of this Report is especially grateful to Dr. A. T. Allen, State Superintendent of Public Instruction, and to Dr. James E. Hillman, Director of the Division of Certification and Teacher Training, for the many helpful services rendered. Without the inspiring coöperation of these gentlemen the preparation of this Report would have been an impossibility.

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* Biennial report of the Superintendent of Public Instruction of North Carolina for the scholastic year 1922-23 and for 1923-24. Chapter 9, page 44.

I

SUPPLY AND DEMAND FIGURES FOR THE TEACHING PROFESSION IN NORTH CAROLINA (1900-1950)

The Data

Most of the data presented in this chapter are for the period 1900-1950 and were originally collected in 1926 by the Division of Information and Statistics at the request of the North Carolina State Educational Commission. The figures for the first twenty-five years of this era, namely 1900-1925, are not estimates but actual facts. The data for the period 1925-1950, naturally enough, are estimates.

Increase in Number of Teachers Employed—1900-1925

In 1900 there were 5,753 white public school teachers and 2,567 negro public school teachers making a grand total of 8,320 teachers. A quarter of a century later there were 16,948 white and 5,309 negro teachers or a total of 22,257 public school teachers. During this twenty-five year period, the number of teachers increased steadily and by 1925 the number employed was practically two and one-fifth times as great as the number employed during the year ending 1900. The per cent of increase during the period 1900-1925 for urban teachers, both white and colored, was greater than the per cent of increase for the number of rural teachers and the rate of increase for whites was greater than the rate of increase for negroes.

The greatest factor in determining this rapid increase in number of public school teachers has been the increase in school attendance. In 1901 there were 166,500 white and 78,700 negro children in average daily attendance. For the school year ending 1925, there were 426,999 white children and 169,212 negro children or a grand total of 596,211 children in average daily attendance in the public schools. There were, therefore, two and two-fifths times as many white children in average daily attendance during 1925 as there were in 1901.

Probable Number of Teachers to be Employed—1925-1950

The State Educational Commission in its report of January 15, 1927 published estimates as to the probable number of teachers needed during the period 1925-1950. These estimates naturally gave due consideration to such factors as school attendance, consolidation, urbanization, race, and per cent of children going on for secondary education. The following table gives the Commission's estimates, at five-year intervals, as to the number of beginner teachers needed annually, from the present date until 1950.*

ESTIMATES AS TO THE NUMBER OF BEGINNER TEACHERS NEEDED ANNUALLY, 1925-1950.

Year	White		Negro	
	Estimate as to number of Beginner Teachers Needed for Elementary Schools.	Estimate as to number of Beginner Teachers Needed for High Schools.	Estimate as to number of Beginner Teachers Needed for Elementary Schools.	Estimate as to number of Beginner Teachers Needed for High Schools
1925	.....	.....	.....	.....
1930	3,556	889	1,176	75
1935	3,894	1,098	1,289	105
1940	4,102	1,295	1,377	136
1945	4,040	1,420	1,420	167
1950	4,067	1,582	1,448	197

* See pp. 247-257, Report N. C. State Educational Commission. Jan. 15, 1927.

While it is generally conceded to be most difficult to prophesy with a great degree of certainty concerning population trends, the estimates provided by the State Educational Commission constituted a sincere attempt to provide conservative estimates based upon past experience and the highest type of professional advice. At the time that these figures were published there were some persons who held to the opinion that the estimates regarding the number of white teachers to be employed during 1925-1950 were too large. The following table represents a modification in line with this viewpoint.

PROBABLE NUMBER OF WHITE SCHOOL TEACHERS TO BE EMPLOYED ANNUALLY, 1925-1950, AT FIVE-YEAR INTERVALS

Year	Educational Commission's Estimate as to Number of White Teachers to be Employed.	Modification or Subtraction Suggested by Actual Numerical Increase 1900–1925.	Modified Estimate
1925	.....	.....	.....
1930	20,775	2,000	18,775
1935	25,214	4,000	21,214
1940	29,654	6,000	23,654
1945	32,896	8,000	24,896
1950	37,664	10,000	27,664

If the figures given in the table just preceding are translated into estimates as to the probable number of "beginner teachers" needed, 1925-1950 the results are as shown in the following table.

TABLE SHOWING THE NUMBER OF ELEMENTARY TEACHERS AND THE NUMBER OF HIGH SCHOOL TEACHERS TO BE TRAINED, (AT FIVE-YEAR INTERVALS) FOR THE PERIOD 1925-1950. (Modified Estimate)

WHITE

	YEAR					
	1925	1930	1935	1940	1945	1950
Estimate as to number of white teachers to be employed 1925–1950	.....	18,775	21,214	23,654	24,896	27,664
Estimated % of total number of White Teachers who will probably be Beginner Teachers	23	21.4	19.8	18.2	16.6	15.0
Estimate as to number of Beginner Teachers needed	.....	4,018	4,200	4,305	4,133	4,149
Estimate as to % of Beginner Teachers needed for Elementary Schools	82	80	78	76	74	72
Estimate as to % of Beginner Teachers needed for the High Schools	18	20	22	24	26	28
Estimate as to number of Beginner Teachers needed for Elementary Schools	.....	3,214	3,276	3,262	3,058	2,997
Estimate as to number of Beginner Teacners needed for High Schools	.....	804	924	1,033	1,075	1,152

Supply of Teachers Received from In-State Institutions of Higher Learning

In 1924-1925, 1,699 white teachers were certificated from in-State institutions of higher learning. Of these 1,699 white teachers, 1,237 actually

taught during the school year 1925-1926; 462 did not teach during the school year 1925-1926. Of the 1,237 teachers trained by in-State institutions, 685 secured certificates leading to teaching positions in the elementary schools, whereas 552 secured high school teachers certificates. During the year 1924-1925, 116 negroes received teachers certificates from in-State institutions of higher learning. 88 of these 116 teachers certificated in 1924-1925 began teaching in the public schools of North Carolina in 1925-1926; 28 of the 116 teachers did not teach in North Carolina during the school year 1925-1926. Of the 88 negro teachers certificated in 1924-1925 who taught in North Carolina in 1925-1926, 63 held elementary teachers certificates and 25 held high school teachers certificates. In 1925-1926, 2,025 teachers certificates were issued to whites. 1,164 of these certificates were elementary school certificates and 861 were high school certificates. During the same year 127 negroes received elementary school certificates and 63 negroes received high school teachers certificates.

In considering these figures relative to the output of in-State institutions during the school year 1924-1925 it must not be forgotten that all of the 1,237 white teachers and all of the 88 negro teachers were not well trained school teachers. The amount of training possessed by the 1,237 whites and the 88 negroes varied all the way from one to four or more years of training beyond high school graduation. More than one-half of the 1,237 white teachers had had not more than two years of training beyond high school graduation and more than three-fourths of the 88 negro teachers had had not more than two years beyond high school graduation.

Approximately 50 per cent of the 1,237 white teachers and 62 per cent of the 88 negro teachers were certificated on the basis of credits received at State-owned institutions of higher learning.

Supply of Teachers Received From Out-of-State Institutions of Higher Learning

In 1924-1925, 753 whites were issued certificates on the basis of training received at out-of-State institutions of higher learning. Of these 753 certificates, 283 were elementary teachers certificates and 470 were high school teachers certificates. 167 of the 283 white elementary teachers and 251 of the 470 white high school teachers certificated in 1924-1925 actually taught in the public schools of North Carolina during 1925-1926. North Carolina, therefore, received into its public schools in 1925-1926 a total supply of 418 white teachers from out-of-State institutions of higher learning.

On the basis of training received at out-of-State institutions in 1924-1925, 70 negroes received elementary teachers certificates, and 89 negroes received high school teachers certificates. 35 of the 70 negroes issued elementary teachers certificates and 46 of the 89 negroes issued high school teachers certificates in 1924-1925, actually taught in the public schools of North Carolina during the school year 1925-1926. The total supply, therefore, of negro teachers trained in out-of-State institutions and received into the public schools of North Carolina during the school year 1925-1926 amounted to 81 teachers.

The supply of beginner teachers received during the school year 1925-1926 was drawn from 31 of the 48 States. Naturally enough those States nearest to North Carolina contributed the largest numbers.

In 1925-1926, a year later, 456 teachers were certificated on the basis of training received at out-of-State institutions of higher learning. Since North Carolina in this year adopted the rule of certifying only those persons who actually accepted teaching positions in North Carolina, it is fair to assume that approximately all of these 456 teachers began teaching in North Carolina in 1926-1927. These 456 certificates were distributed as follows: Whites—elementary, 168; high school, 223. Negro—elementary, 16; high school, 45; no racial data—elementary, 0; high school, 4.

Relationship Between Supply and Demand—1900-1950

While it is true that during the period 1900-1926 there was a sufficiently large number of persons who desired teaching positions in the public schools of North Carolina it was also true that North Carolina never experienced a year in which there was an adequate supply of well trained teachers. Now let us in the light of the estimates provided by the North Carolina State Educational Commission, examine not only the relationship between the supply of and the demand for trained teachers in North Carolina at the present time, but also let us speculate as to the relationship between these two items during the period 1925-1950. And in our estimates concerning this relationship during the period 1925-1950 let us consider two conditions, namely, (1) maintenance of the 1925 supply figures and (2) a 100 per cent increase in the 1925 supply figures.

In 1925 the annual output of the in-State institutions for whites amounted to approximately 900 elementary teachers and 750 high school teachers. If the 1925 supply figures were merely maintained, by 1930 our supply of white elementary teachers trained by in-State institutions would be only 25 per cent of the demand and by 1950 only 21 per cent of the demand, and, if the 1925 supply of white high school teachers was merely maintained our supply would be only 88 per cent of the demand in 1930 and 47 per cent of the demand in 1950.

If we consider our problem, not in terms of white elementary teachers or in terms of white high school teachers, but in a summary sense the story might be stated as follows: In the year 1925-1926, 1,237 teachers represented the total supply of new or beginner white teachers received from all in-State institutions of higher learning. A total of 418 white beginner teachers were received from out-of-State institutions. The total available supply of white trained beginner teachers for the public schools in North Carolina in 1925-1926, therefore, amounted to 1,655 teachers. These 1,655 teachers, however, were not all "well" trained teachers. Their training ranged anywhere from one to four or more years of training at institutions of higher learning. In 1925-1926 North Carolina needed approximately 4,000 white beginner teachers. An actual shortage of 2,331 trained teachers, therefore, actually existed. The shortage of trained teachers is obviously more acute in the elementary than in the secondary schools.

If the supply of white teachers furnished by in-State institutions increased 100 per cent, by 1950 the annual output would equal 2,474 teachers. Estimates by the North Carolina State Educational Commission indicate that by 1950 the demand for beginner teachers will amount to over 5,000 teachers annually. If a 100 per cent increase in the available supply of white beginner teachers occurs by 1950 the supply would still be approxi-

mately only 43 per cent of the demand. A 57 per cent shortage would still exist.

The figures for the negro race are also interesting. If our present supply of in-State institutions is merely maintained as of 1926 our supply figures for 1930 would be only 10 per cent of the demand for negro elementary teachers and by 1950 only 8 per cent of the demand (i. e. for negro elementary teachers). By 1930 the supply of negro high school teachers would be only 64 per cent of the demand and by 1950 only 24 per cent of the demand.

Now let us forget for a moment the figures presented by the North Carolina State Educational Commission and consider the modification suggested by those who believe the Commission's estimates, as to the probable number of white teachers needed, to be too high. And let us ask, in the light of the said modification what will be the probable relationship between the supply of and demand for white teachers during the period 1925-1950.

In 1925-1926 North Carolina actually received 1,655 white beginner teachers who had had one or more years of training at institutions of higher learning. The modified estimate as to demand for white beginner teachers calls for 4,018 white beginner teachers in 1930 and 4,149 white beginner teachers in 1950. Considering "output" as synonymous to "supply", and "need" as synonymous to demand it becomes apparent that if the 1925-1926 supply figures are merely maintained, by 1950 the supply of white beginner teachers will be approximately only 40 per cent of the demand; if the 1925-1926 supply figures increase 100 per cent by 1950, the supply of white beginner teachers will still equal only 80 per cent of the demand.

The figures herewith presented constitute conservative estimates as to supply and demand, based, among other things, upon the optimistic assumption that standards will be constantly raised. When a comparative study was made of the supply figures for the school year 1925 and 1926, it was found that there was a considerable increase in the output of in-State institutions, whereas the supply of teachers received from out-of-State institutions was practically the same for the two years. When considering its future needs in the way of trained teachers, it will be well for this State to assume that North Carolina must give just as many teachers to other States for their public schools as this State will receive from other States for its own schools. At this point it will be well to point out that in 1925-1926, 23 per cent of the white teachers in the public schools were beginner teachers and that 21 per cent of the negro teachers were beginner teachers. During the school year ending 1926, 2,331 white teachers and 1,000 negro teachers began teaching in the public schools of North Carolina without ever having had as much as one year of college or normal school work. These facts indicate that the supply of well trained teachers for the public schools of North Carolina has been far below the actual demand. As a result of its statistical studies, the Division of Information and Statistics is convinced that the well trained teacher remains in the teaching service for a longer period of time. From the standpoint of the State and from the standpoint of efficiency of instruction, a well trained teacher is an economic asset. The untrained teacher is a costly proposition. North Carolina, therefore, must have high standards for the professional preparation of its teaching personnel.

NUMBER OF TEACHERS LEAVING THE TEACHING PROFESSION ANNUALLY IN NORTH CAROLINA

1923	WHITE	NEGRO
1. Total number of teaching positions	15,665	4,871
2. Per cent of teachers who were beginners	.29	.27
3. Actual number of beginners	4,542.85	1,315.17
4. Number of teachers needed to fill newly created teaching positions (i. e. increase in number of teaching positions over the preceding year)	(—)467.00	(—)276.00
5. Number of new teachers needed to fill positions left vacant through withdrawals of teachers from the teaching profession	4,875.85	1,039.17
1924		
1. Total number of teaching positions	16,382	5,120
2. Per cent of teachers who were beginners	.27	.30
3. Actual number of beginners	4,423.14	1,536.00
4. Number of teachers needed to fill newly created teaching positions (i. e. increase in number of teaching positions over the preceding year)	(—)717.00	249.00
5. Number of new teachers needed to fill positions left vacant through withdrawals of teachers from the teaching profession	3,706.14	1,287.00
1925		
1. Total number of teaching positions	16,948.00	5,309.00
2. Per cent of teachers who were beginners	.27	.24
3. Actual number of beginners	4,575.96	1,274.16
4. Number of teachers needed to fill newly created teaching positions (i. e. increase in number of teaching positions over the preceding year)	(—)566.00	(—)189.00
5. Number of new teachers needed to fill positions left vacant through withdrawals of teachers from the teaching profession	4,009.96	1,085.16
1926		
1. Total number of teaching positions	17,332.00	5,569.00
2. Per cent of teachers who were beginners	.23	.21
3. Actual number of beginners	3,986.36	1,169.49
4. Number of teachers needed to fill newly created teaching positions (i. e. increase in number of teaching positions over preceding year)	384.00	260.00
5. Number of new teachers needed to fill positions left vacant through withdrawals of teachers from the teaching profession	3,602.36	909.49
1926		
6. Supply of teachers received from high institutions (in-State and out-of-State institutions)	1,655.00	169.00
7. Total number of new teachers needed	3,986.36	1,169.49
8. Minus output of higher institutions	(-)1,655.00	(—)169.00
9. Inadequately prepared new teachers	2,331.36	1,000.49

Summary

(1) During the period 1900-1925 the rate of increase in number of teachers employed was most rapid.

(2) An increase in school attendance will necessitate the employment of a constantly increasing number of teachers during the period 1925-1950.

(3) It is likely that the rate of increase in number of teachers employed during the period 1925-1950 will not be so great as the rate of increase in number of teachers employed during the period 1900-1925. The chief reasons for this reduction in rate of increase are as follows: (a) The compulsory school attendance laws are by now rather generally enforced; (b) Consolidation tends to reduce the number of teachers employed; (c) Urbanization makes for more pupils per teacher, and (d) Higher standards of training make for longer tenure.

(4) The untrained teacher is a costly and inefficient employee. A lack of training makes for short tenure and low-grade instruction.

(5) In North Carolina, during the period 1900-1925 there never was a year in which there was a shortage of persons who were willing and anxious to assume teaching positions.

(6) During the period 1900-1925 a marked shortage of well trained teachers existed. Especially was this true in the rural elementary schools.

(7) If, during the period 1925-1950, the 1925 "supply" figures are merely maintained or if the 1925 "supply" figures are increased 100 per cent there would still be, in all likelihood, a marked shortage of well trained teachers.

(8) In order to provide suitable educational opportunities for its school children, North Carolina should take such steps as will provide an adequate supply of well trained teachers.

(9) There are three steps by which North Carolina may provide for its public schools an adequate supply of well trained teachers, namely, (a) the enlargement of existing teacher training institutions, (b) the establishment of additional teacher training institutions, and (c) enlarging existing institutions and at the same time establishing additional teacher training institutions.

II

THE ACADEMIC AND PROFESSIONAL PREPARATION OF TEACHERS IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

The Data

Chapter I of this Report dealt with the number of teachers needed and the supply of teachers available for service in the public schools of North Carolina. Chapter II is a study of the quality of training possessed by the teachers of North Carolina. The data upon which Chapter II is based are presented in Tables or Graphs XIV—XLVII, of the Appendix to this Report. They deal, in the first place, with improvement in type of certificate held, and in the second place, with analyses of various types of certificates.

North Carolina has in its State Department of Public Instruction a Division of Certification. This Division of Certification has charge of issuing teachers certificates. The teachers certificates held by the teachers in North Carolina are symbolic in a general way of the academic and professional preparation possessed by the teachers of this State since the type of certificate varies with the amount of academic and professional work taken.

Although North Carolina issues certificates at many levels of training only Class A teachers certificates are involved in the analyses herewith presented. This limitation was practiced since it was considered sufficient to deal only with the highest level of training which this State provides for its teachers. It must be mentioned also that all of the teachers included in the groups whose certificates were subjected to analysis, received all of their training at in-State institutions of higher learning. Each in-State institution is represented in each certificate group to an extent proportionate to the degree to which it supplies the State with teachers possessing the class of certificate involved.

The analyses of certificates leading to teaching positions in the elementary schools will be limited to analyses of Primary Class A certificates and Grammar Grade Class A certificates. The analyses of certificates leading to teaching positions in the secondary schools will consist of analyses of the Class A certificates held by High School English teachers, by High School History teachers, and by High School French teachers. In regard to the high school field it is well to mention that up to the present time North Carolina has practiced the policy of issuing blanket certificates. Beginning with 1931 each high school certificate will carry the name of the high school subject or subjects which the teacher is qualified and certified to teach. The new certification scheme, moreover, calls for a well outlined plan of specific preparation for all certificates in both the elementary and secondary field.

Improvement in Type of Certificate Held by the Teachers in the Elementary Schools of North Carolina—(1921-'22 to 1926-'27)

Table III shows the improvement in type of certificate held by teachers in the public elementary schools of North Carolina during the period 1921-1922 to 1926-1927. The data may be interpreted as follows:

(a) *For Whites:*

1. In 1921-22, 22.9 per cent of the white elementary teachers possessed training amounting to less than high school graduation; by 1926-27 this figure had been reduced to 4.8 per cent.
2. In 1921-22, 77.1 per cent of the white elementary teachers possessed training amounting to high school graduation and above; by 1926-27 this figure had increased to 95.2 per cent.
3. In 1921-22 only 26.2 per cent of the white elementary teachers possessed training amounting to high school graduation plus two or more years at institutions of higher learning; by 1926-27 this figure had increased to 44.4 per cent.
4. In 1921-22, 50.9 per cent of the white elementary teachers possessed training amounting to high school graduation plus less than two years at institutions of higher learning; in 1926-27 practically the same per cent prevailed. This figure, however, is offset by the fact that the tendency, for the white elementary teachers, is to continue in attendance at institutions of higher learning for two or more years.

III

IMPROVEMENT IN TYPE OF CERTIFICATE FOR THE ELEMENTARY GRADES HELD BY TEACHERS IN NORTH CAROLINA, 1921-1922 TO 1926-1927

Type of Certificate	White				Negro			
	1921-22		1926-27		1921-22		1926-27	
	Total	Per Cent	Total	Per Cent	Total	Per Cent	Total	Per Cent
Third County	2	.1	.....	.....	21	.4	.....	.....
Second County	1,502	11.9	236	1.9	1,546	35.2	864	16.7
Provisional B	617	4.9	1	.1	350	8.2	4	.1
Provisional A	673	5.3	55	.4	342	7.8	207	4.0
Temporary	93	.7	305	2.4	47	1.2	842	16.3
Provisional Elem	560	4.4	402	3.2	168	3.8	208	4.0
Elementary B	4,963	39.4	3,275	26.3	1,342	30.6	1,408	27.2
Elementary A	887	7.0	2,661	21.3	68	1.5	718	13.9
Provisional Primary, Grammar	.....	.....	44	.4	475	10.8	395	7.6
Primary, G. Grade C	2,111	16.8	1,926	15.4	24	.6	480	9.3
Primary, G. Grade B	654	5.2	2,255	18.1	10	.2	43	.8
Primary, G. Grade A	536	4.3	1,307	10.5	.....	.....	4	.1
Total	12,598	100.00	12,467	100.00	4,393	100.00	5,173	100.00
Less than High School Graduation	2,887	22.9	597	4.8	2,306	52.5	1,917	37.1
High School Graduation and above	9,711	77.1	11,870	95.2	2,087	47.5	3,256	62.9
High School Graduation plus, less than two years college or normal school	6,410	50.9	6,338	50.8	1,578	35.9	2,334	45.1
High School Graduation plus 2 years college or normal school and above	3,301	26.2	5,532	44.4	509	11.6	922	17.8
High School Graduation plus 3 years college and above	1,190	9.4	3,562	28.6	34	.8	523	10 1
High School Graduation plus 4 years college and above	536	4.3	1,307	10.5	10	.2	43	.8

5. In 1921-22, only 9.4 per cent of the white elementary teachers possessed training amounting to high school graduation plus three or more years at institutions of higher learning; by 1926-27 this figure had increased to 28.6 per cent.
6. In 1921-22, only 4.3 per cent of the white elementary teachers possessed training amounting to high school graduation plus four or more years at institutions of higher learning; by 1926-27 this figure had increased to 10.5 per cent.

(b) *For Negroes:*

1. In 1921-22, 52.5 per cent of the negro elementary teachers possessed training amounting to less than high school graduation; by 1926-27 this figure had been reduced to 37.1 per cent.
2. In 1921-22, 47.5 per cent of the negro elementary teachers possessed training amounting to high school graduation and above; by 1926-27 this figure had increased to 62.9 per cent.
3. In 1921-22 only 11.6 per cent of the negro elementary teachers possessed training amounting to high school graduation plus two or more years at institutions of higher learning; by 1926-27 this figure had incresed to 17.8 per cent.
4. In 1921-22, 35.9 per cent of the negro elementary teachers possessed training amounting to high school graduation plus less than two years of training at institutions of higher learning; by 1926-27 this figure had increased to 45.1 per cent. It must be remembered, however, that during the period mentioned the per cent of negro teachers who were not even high school graduates was being reduced and that increasing per cents of negro teachers were continuing to study at institutions of higher learning for two or more years.
5. In 1921-22, only .8 per cent of the negro elementary teachers possessed training amounting to high school graduation plus three or more years at institutions of higher learning; by 1926-27 this figure had increased to 10.1 per cent.
6. In 1921-22, only .2 per cent of the negro elementary teachers possessed training amounting to high school graduation plus four or more years at institutions of higher learning; by 1926-27 this figure had increased to .8 per cent.

Improvement in Type of Certificates Held by the Teachers in the High Schools of North Carolina—(1921-'22 to 1926-'27)

Table IV shows the improvement achieved in type of certificate held by teachers in the public high schools of North Carolina during the period 1921-22 to 1926-27. In interpreting the data given, it is well to note that beginning with 1926-27 a minimum of three years of training,—beyond high school graduation,—was required of all beginner teachers in the high schools of North Carolina. The data given in Table IV may be interpreted as follows:

(a) *For Whites:*

1. In 1921-22, 78.1 per cent of the white high school teachers possessed training amounting to high school graduation plus three years or more of training at institutions of higher learning; by 1926-27 this figure had increased to 83.9 per cent.

IV

IMPROVEMENT IN TYPE OF HIGH SCHOOL CERTIFICATES HELD BY TEACHERS IN NORTH CAROLINA, 1921-1922 TO 1926-1927

Type of Certificate	White				Negro			
	1921-22		1926-27		1921-22		1926-27	
	Total	Per Cent	Total	Per Cent	Total	Per Cent	Total	Per Cent
Provisional High School "C"	.....	.....	52	1.0	.....	.....	19	3.3
High School "C"	548	20.6	759	14.4	44	27.3	155	27.2
High School "B"	234	8.8	726	13.9	14	8.7	164	28.8
High School "A"	867	32.6	2,863	54.7	21	13.0	172	30.2
High School Principal	718	27.0	618	11.8	55	34.2	52	9.1
Superintendent	134	5.0	36	.7	1	.6	4	.7
Supervisor	39	1.5	185	3.5	5	3.1	3	.5
Special Vocational	116	4.4	.....	.....	21	13.0	.....	.....
Total	2,656	100.00	5,239	100.00	161	100.00	569	100.00
Totals minus supervisors and special vocational	2,501	100.00	5,054	100.00	135	100.00	566	100.00
High School graduation plus two years college and above	2,501	100.00	5,054	100.00	135	100.00	566	100.00
High School graduation plus three years college and above	1,953	78.1	4,243	83.9	91	67.4	392	69.3
High School graduation plus four years college and above	1,719	68.7	3,517	69.6	77	57.0	228	40.3

2. In 1921-22, 68.7 per cent of the white high school teachers possessed training amounting to high school graduation plus four or more years at institutions of higher learning; by 1926-27 this figure had increased to 69.6 per cent.

(b) *For Negroes:*

1. In 1921-22, 67.4 per cent of the negro high school teachers possessed training amounting to high school graduation plus three or more years of training at institutions of higher learning; by 1926-27 this figure had increased to 69.3 per cent.
2. In 1921-22, 59.0 per cent of the negro high school teachers possessed training amounting to high school graduation plus four or more years of training at institutions of higher learning; in 1926-27 this figure had decreased to 40.3 per cent.

Summary as to Improvement in Type of Certificate Held by White and Negro School Teachers in North Carolina—(1921-'22 to 1926-'27)

Summarizing upon the rate of improvement in type of certificate held by teachers in the public schools of North Carolina it may be said:

1. That, whereas the standards of training achieved by white teachers in North Carolina excels the standards of training achieved by the negro teachers in North Carolina, both races have achieved rapid progress towards higher levels of training.

2. That, the training possessed by secondary teachers excels the training possessed by elementary school teachers, and,
3. That, the rapid rate of progress which has been achieved has been due, naturally enough, to such factors as: (a) a gradual increase in the certification requirements, (b) the standardization movement in the high schools which has been attended by a marked increase in the number of high school graduates, and (c) the steady improvement of teacher training facilities in the institutions of higher learning.

Specific Preparation. (Academic and Professional)

So far, in this Report, certificates have been studied in a general way. Consideration has been given solely to the total number of years of study at institutions of higher learning. The next step will be more qualitative. Several types of certificates will be studied in detail. And with each type of certificate analyzed the inquiry will seek to reveal the extent to which specific preparation has occurred. If, for instance, a teacher holds a Primary Class A certificate the question advanced will be: To what extent did the teachers courses, (i.e. both academic and professional courses) taken while the teacher was enrolled as a student at an institution of higher learning, prepare her for a teaching position in the primary grades. In other words an attempt will be made to show the degree to which there is correspondence or correlation between her preparation for teaching and the duties inherent to the actual teaching position held.

In the analyses of the several types of certificates, the analyses will be on the basis of studies of groups of 100 transcripts each. The data presented will refer to the following groups of transcripts: (1) 100 transcripts on the basis of which 100 Primary Class A Certificates were issued; (2) 100 transcripts on the basis of which 100 Grammar Grade Class A Certificates were issued; (3) 100 transcripts on the basis of which 100 High School Class A Certificates were issued to people who are now teaching English in the high schools; (4) 100 transcripts on the basis of which 100 High School Class A Certificates were issued to people who are now teaching History in the high schools; and (5) 100 transcripts on the basis of which 100 High School Class A Certificates were issued to people who are now teaching French in the high schools.

Specific Preparation as Revealed by Transcripts Presented in Application for a Primary Class A Teachers Certificate

The Primary Class A Certificate has been chosen because it is the highest class of certificate issued which theoretically leads to a teaching position in the primary grades. The question advanced is: In North Carolina what degree of excellence does the highest type of Primary certificate indicate? The statistical answer to this question is given in Graphs XX and XXII, and in Tables XIX and XXI. In describing the academic and professional preparation possessed by a teacher in the public schools of North Carolina who holds a Primary Class A certificate, many things may be mentioned. The following facts, for instance, seem most significant.

1. The prospective holder of a Primary Class A certificate, while in attendance at an institution of higher learning, is apt: (a) To study any academic subject or any professional subject; (b) To study any

particular subject for any number of semester hours; and, (c) To study any phase of any particular subject. Educational guidance, if it occurs at all, varies with the institution. As a result many prospective primary teachers fail to secure instruction in highly essential fields of study. Guidance, as a rule, seems to end with the compulsory freshman courses in History and English Composition and Rhetoric, and in the general certificate requirements of 18 hours of professional credits. There is, therefore, from the standpoint of specific preparation very little, if any, significance to the title "Primary Certificate."

2. The average teacher who holds a Primary Class A certificate possesses 105.99 semester hours of academic credits and 24.49 semester hours of professional credits. There is, therefore, a tendency to exceed the general minimum requirements of a total of 120 semester hours of credits and to exceed the purely professional requirements of a minimum of 18 semester hours of professional credits.
3. An analysis of the academic credits and also the professional credits possessed by the average teacher who holds a Primary Class A certificate reveals instances of misplaced emphasis. Does it seem likely, for instance, that a primary teacher should devote on the average 18.43 semester hours to the study of the foreign languages and only 1.27 semester hours to the study of geography? Does it seem logical that the primary grade teacher should, on the average, devote 0.79 semester hours to the study of general methods and principles of secondary education, and 0.45 semester hours to the methods of teaching some particular subject in the secondary schools and then devote only 0.04 semester hours to the study of classroom management in the elementary schools?

Specific Preparation as Revealed by Transcripts Presented in Application for a Grammar Grade Class A Teachers Certificate

The Grammar Grade Class A Certificate represents the highest class of certificate issued which theoretically leads to a teaching position in the grammar grades. The results secured as a result of having analyzed the academic and professional preparation possessed by the teachers in the North Carolina public schools who hold Grammar Grade Class A Certificates are identical to those mentioned when the Primary Class A Certificate was analyzed. They are as follows:

1. The prospective holder of a Grammar Grade Class A Certificate, while in attendance at an institution of higher learning, is apt: (a) To study any academic subject or any professional subject; (b) To study any particular subject for any number of semester hours; and, (c) To study any phase of any particular subject. Educational guidance, if it occurs at all, varies with the institution. As a result many prospective grammar grade teachers fail to secure instruction in highly essential fields of study. Guidance, as a rule, seems to end with the compulsory freshman courses in History and English Composition and Rhetoric and in the general certificate requirements of 18 hours of professional credits. There is, therefore, from the standpoint of specific preparation very little, if any, significance to the title "Grammar Grade Certificate."

2. The average teacher who holds a Grammar Grade Class A Certificate possesses 105.58 semester hours of academic credits and 25.93 semester hours of professional credits. There is, therefore, a tendency to exceed the general minimum requirements of a total of 125 semester hours of credits and to exceed the purely professional requirements of a minimum of 18 hours of professional credits.
3. When analyses of the academic credits and also the professional credits possessed by the average teacher who holds a Grammar Grade Class A Certificate is made, several instances of misplaced emphasis become apparent. For instance, the average Grammar Grade Class A teacher possesses 19.79 semester hours in foreign language (ancient and modern, inclusive) and only 0.59 semester hours of geography and only 0.38 semester hours of general science. This same teacher possesses 1.24 semester hours in general methods and principles of education for the secondary schools and only 0.05 semester hours in classroom management in the elementary schools.

Specific Preparation Possessed by High School English Teachers as Revealed by Transcripts Presented in Application for a High School Class A Teachers Certificate

At the present time North Carolina issues blanket certificates for teaching positions in the high schools. The possessor of a High School Certificate may, therefore, undertake to teach any high school subject he may be called upon or desire to teach. For this study the names of 100 persons who are teaching English and who hold High School Class A Certificates were secured through a study of the files maintained in the Divisions of Certification and School Inspection. The High School Class A Certificate is the highest type of certificate issued to high school teachers. The inquiry involved is: To what extent is specific preparation revealed by an inspection of 100 transcripts presented in application for High School Class A Certificates by persons who are now teaching English. In other words, how well trained are our best trained teachers of high school English? The following brief comments are suggestive:

1. The teachers of high school English who hold High School Class A Certificates presented, when applying for their certificates, transcripts which revealed 25.47 semester hours of preparation in English. They, while prospective teachers had devoted more semester hours to the study of English than to the study of any other academic subject, they, however, do not seem to have taken, always, such English courses as are in direct correspondence with their needs as teachers of English in the public high schools.
2. Our High School Class A English teachers have, on the average, devoted 22.64 semester hours to the study of foreign languages (ancient and modern, inclusive). Such training in the foreign languages should prove helpful to teachers of English. On the other hand, it is possible that the 8.02 semester hours devoted to a study of mathematics (in the main, college algebra, trigonometry, calculus, etc.) represents an over emphasis of a subject which contributes relatively little to the teaching of English in the high schools.
3. The teachers of high school English who hold High School Class A Certificates possess on the average 106.80 semester hours of prepara-

tion in academic subjects and 16.41 semester hours of professional credits. They, therefore, seem to be less favorably inclined towards the study of education courses than Primary Class A or Grammar Grade Class A teachers.

4. The professional credits also reveal instances of lack of guidance on the part of the institutions of higher learning. For instance, only 63 of the 100 High School Class A English teachers had had courses in educational psychology. Only 0.45 semester hours were devoted to practice teaching and observation, whereas 1.03 semester hours were devoted to the study of general methods and principles of education for the elementary schools.
5. 70 of the 100 English teachers taught other high school subjects in addition to English. The teaching of English was more often combined with History, French, and General Science than with other subjects. What subjects are most related to English? Does an English teacher profit more by a knowledge of History or of General Science? One of the high school English teachers was teaching in the following fields: (1) English (first and second year), (2) Math, (3) Algebra, (4) Civics, (5) History, (6) Latin, (7) Science, and (8) Spelling. Another high school English teacher was teaching (1) English, (2) Biology, (3) Chemistry, (4) History, (5) General Science, and (6) Physics. Is it possible for a teacher to teach effectively in so many fields of study? These data would indicate that instead of issuing blanket certificates for teaching positions in the high schools, separate certificates should be issued for each subject field. Such an arrangement would make it unlikely for a teacher to be certificated in more than two fields and would inevitably result in the acquisition of a greater degree of specific preparation on the part of individual teachers.

Specific Preparation Possessed by High School History Teachers as Revealed by Transcripts Presented in Application for a High School Class A Teachers Certificate

An analysis of the academic and professional preparation possessed by 100 high school History teachers reveals practically the same amount and same type of specific preparation as was revealed in the study of the 100 transcripts presented by 100 English teachers. The following comments are illustrative of actual conditions:

1. The teachers of high school History who hold High School Class A Certificates presented, when applying for their certificates, transcripts which revealed, on the average, 21.77 semester hours of preparation in History. They, therefore, as prospective History teachers devoted more semester hours to the study of History than to the study of any other subject. An analysis of the History courses taken while at college and the kind of History taught by these teachers in the high school does not, however, show the correlation between training and work done in the field.
2. Beyond the fact that the History teachers have had more courses in History than in any other academic subject, the academic preparation of History teachers does not show any marked difference from the academic preparation provided for English and French teachers. In

general, it may be said that a History teacher is apt: (a) To study any academic subject or any professional subject; (b) To study any particular subject for any number of hours, and (c) To study any phase of any particular subject. The amount of educational guidance revealed seems to be practically negligible.

3. The teacher of high school History who holds a High School Class A Certificate possesses on the average, 109.25 semester hours of preparation in academic subjects and 16.19 semester hours of professional credits. Here again—just as in the case of high school English teachers—we see that high school teachers are less favorably inclined towards purely professional courses than are elementary school teachers. For professional credits they submit such academic subjects as psychology, child psychology and sociology.
4. It happens quite often that History teachers do not include in their training some of the more essential subjects. Only 58 of the 100 high school History teachers had had courses in Educational Psychology; only 24 had had courses in classroom management; while 34 had had courses in the teaching of some particular subject in the elementary schools, and only 12 had had courses in practice teaching and observation. This condition with regard to professional credits reveals instances of lack of guidance on the part of institutions of higher learning.
5. 76 of the 100 History teachers taught other high school courses in addition to History. The teaching of History was more often combined with the teaching of General Science, English and Mathematics than with other subjects. What subjects are most related to History? Does the History teacher profit more by a knowledge of General Science or by a knowledge of English? It hardly seems possible for a teacher to teach efficiently in as many or 3, 4, or 5 fields of study, yet such arrangements are likely to occur in the high schools of our State.

Specific Preparation Possessed by High School French Teachers as Revealed by Transcripts Presented in Application for a High School Class A Teachers Certificate

The academic and professional preparation of French teachers does not differ in any great respect from the academic and professional preparation provided for teachers of other high school subjects. The following comments, however, are illustrative of the training provided for the teachers of French in our public high schools.

1. The High School Class A French teachers have had on the average, 22.17 semester hours of English and 19.93 semester hours of French. French teachers, therefore, have had more English courses than French courses. History ranks third with 13.68 semester hours, and Mathematics ranks fourth with 6.94 semester hours.
2. Our High School Class A French teachers have, on the average, devoted 32.57 semester hours to the study of foreign languages—ancient and modern, inclusive. In addition they have had 22.27 semester hours of English. This means that our high school French teachers have devoted 54.84 semester hours or 45 per cent of their preparation to language study.

3. The teachers of high school French who hold High School Class A Certificates possess, on the average, 103.70 semester hours of preparation in academic subjects and 18.04 semester hours of professional credits. They, therefore, seem to be more favorably inclined to the study of education courses than do High School Class A English teachers or High School Class A History teachers.
4. The professional credits possessed by the High School Class A French teachers also reveal lack of adequate guidance while at college. Only 70 of the 100 French teachers had had courses in educational psychology; only 32 had had courses in practice teaching and observation, and only 53 had had courses in general methods and principles of education for the secondary schools. On the other hand 28 of the 100 High School Class A French teachers had had courses in general methods and principles of education in the elementary schools. Then too, as much time was devoted to the psychology of the elementary school subjects as was devoted to the psychology of the secondary school subjects.
5. 94 of the 100 French teachers taught other subjects in addition to French. Of the 100 French teachers, therefore, only 6 were teaching solely in the field of French. Three were teaching French and five additional subjects. Surely such a teaching load does not make for efficiency in instruction.

Summary as to the Academic and Professional Preparation Provided for Elementary Teachers in the Public Schools of North Carolina

The discussions already presented and the Tables included in the Appendix to this Report, which pertain to the training of elementary teachers, show:

1. That, both the white and the negro elementary teachers are making rapid progress in raising the type of certificate which they hold.
2. That, while great improvement has been achieved *existing standards in North Carolina are still far below generally recognized standards.* Minimum standards for elementary school teachers which are generally recommended postulate two years (with a prescribed number of professional credits) beyond high school graduation. In 1926-27 only 44.4 per cent of the white elementary teachers and 17.8 per cent of the negro elementary teachers measured up to these minimum standards. The North Carolina State Educational Commission, (Raleigh, N. C., January 15, 1927), however, went on record as follows:

   The position taken in the Report on Teacher Training Conditions in North Carolina holds that just as much training is required to prepare an elementary teacher as is required to prepare a secondary teacher. Two outstanding notions supporting this view are: (1) Any year in a child's life should be considered equally as important as any other year, hence a child of say six years of age deserves an efficiently trained teacher just as much as a child of fourteen years; and (2) Although the high school teacher must be specialized in one or two subjects which are perhaps more difficult to master than the subjects taught in the elementary school, the elementary teacher must, on the other hand, have a more highly diversified training; the diversification of subject matter taught by the elementary teacher, which may be clearly shown by an analysis of the elementary school curriculum, would counterbalance the specialization called for by the secondary school teacher.

In lieu of the Commission's recommendations it must be pointed out that in 1921-22 only 4.3 per cent of the white elementary teachers and 0.2 per cent of the negro elementary teachers possessed training amounting to high school graduation plus four or more years at institutions of higher learning. By 1926-27, 10.5 per cent of the white elementary teachers and 0.8 per cent of the negro elementary teachers measured up to this minimum standard.

3. That, the prospective holders of the highest types of certificates for the elementary schools (namely, the Primary Class A Certificate and Grammar Grade Class A Certificate), while in attendance at an institution of higher learning, are apt: (a) To study any academic subject or any professional subject; (b) To study any particular subject for any number of semester hours, and (c) To study any phase of any particular subject. The amount and type of guidance, if guidance occurs at all, varies with the institution. As a result very few teachers receive a well rounded course of study. Quite often many elementary teachers fail to secure any instruction whatsoever in such highly essential fields of study as educational psychology or practice teaching and observation. Guidance as a rule seems to end with the compulsory freshman courses in History, in English Composition and Rhetoric, and in the general certificate requirements of eighteen semester hours of professional credits. The terms Primary Certificate and Grammar Grade Certificate, therefore, have very little significance.
4. That, a study of the transcripts presented in application for the highest type of elementary certificates reveal a negligible amount of specific preparation.

Summary as to the Academic and Professional Preparation Provided for High School Teachers in the Public Schools of North Carolina

The discussions already presented and the Tables (included in the Appendix to this Report) which pertain to the training of high school teachers, show:

1. That, both the white and the negro high school teachers are making rapid progress in raising the type of certificate which they hold.
2. That, whereas great improvement has been achieved *existing standards in North Carolina are still far below generally recognized standards.* Minimum standards for the training of high school teachers which are generally recommended call for training amounting to high school graduation plus four or more years at institutions of higher learning. In 1926-27, 69.6 per cent of the white high school teachers and 40.3 per cent of the negro teachers in North Carolina measured up to this minimum standard.
3. That, the prospective holders of the highest types of certificates for the high schools (namely, the High School Class A Certificates) while in attendance at institutions of higher learning are apt: (a) To study any academic subject or any professional subject; (b) To study any particular subject for any number of semester hours, and (c) To study any phase of any particular subject. The amount of guidance given —if any is given at all—varies with the institution. Guidance, as a

rule seems to end with the compulsory freshman courses in History, in English Composition and Rhetoric and in the general certificate requirements of eighteen semester hours of professional credits.

4. That, a study of the transcripts presented in application for the highest type of secondary certificate reveal a negligible amount of specific preparation. The general practice seems to be to train high school teachers rather than teachers of high school English or high school History, *et cetera*. It is true, however, that teachers tend to choose to teach those subjects in which they have had most training.

5. That, a study of the transcripts presented in application for the highest type of secondary certificates and a study of the service records of secondary teachers reveal that many teachers are teaching high school subjects for which they have had no training whatsoever at institutions of higher learning.

6. That, many high school teachers are teaching too many different and quite often unrelated subjects.

TABLE I

NUMBER OF PUBLIC SCHOOL TEACHERS, 1900-1925

	WHITE			NEGRO			GRAND TOTAL	PER CENT INCREASE
Year	Rural	City	Total	Rural	City	Total		
1870	1,100	.....	1,100	490	.....	490	1,590	.....
1880	4,200	18	4,218	2,100	17	2,117	6,335	298.00
1890	4,541	125	4,665	2,225	70	2,295	6,690	9.86
1900	5,390	363	5,753	2,400	167	2,567	8,320	19.54
1901	5,570	480	6,050	2,401	212	2,613	8,663	4.00
1902	5,750	492	6,242	2,405	220	2,625	8,867	2.35
1903	5,920	510	6,430	2,407	225	2,632	9,062	2.19
1904	6,130	690	6,820	2,409	250	2,659	9,479	13.93
1905	6,260	745	7,005	2,413	269	2,682	9,687	2.19
1906	6,316	870	7,186	2,367	318	2,685	9,871	1.91
1907	6,477	961	7,438	2,373	335	2,708	10,146	2.78
1908	6,650	1,125	7,775	2,402	373	2,775	10,550	2.99
1909	6,926	1,203	8,129	2,444	384	2,828	10,957	3.75
1910	7,113	1,309	8,422	2,400	394	2,794	11,216	2.35
1911	7,324	1,395	8,719	2,455	422	2,877	11,596	3.38
1912	7,556	1,461	9,017	2,468	430	2,898	11,915	2.75
1913	7,782	1,596	9,378	2,533	483	3,016	12,394	4.10
1914	8,344	1,738	10,082	2,650	523	3,173	13,255	6.14
1915	8,715	1,869	10,584	2,732	559	3,291	13,875	4.68
1916	9,146	1,949	11,095	2,869	586	3,455	14,550	4.86
1917	9,415	2,112	11,527	2,898	621	3,519	15,046	3.41
1918	9,520	2,210	11,730	2,897	614	3,511	15,241	1.22
1919	9,368	2,313	11,681	2,748	640	3,388	15,069	1.12
1920	10,144	2,826	12,970	3,121	763	3,884	16,854	11.84
1921	11,056	3,109	14,165	3,403	793	4,196	18,361	8.93
1922	11,676	3,522	15,198	3,663	932	4,595	19,793	7.79
1923	11,892	3,773	15,665	3,820	1,051	4,871	20,536	3.75
1924	12,323	4,059	16,382	3,942	1,178	5,120	21,502	4.70
1925	12,753	4,195	16,948	4,072	1,237	5,309	22,257	3.51

TABLE II

PUBLIC SCHOOL ATTENDANCE IN NORTH CAROLINA, 1900-1925

YEAR ENDING	WHITE	COLORED	TOTAL
1901	166,500	78,700	245,200
1902	174,552	80,100	354,652
1903	182,500	81,500	294,000
1904	189,000	82,900	272,900
1905	190,898	83,390	280,288
1906	205,517	87,529	293,046
1907	208,157	88,795	296,952
1908	220,371	88,117	308,488
1909	240,879	95,000	335,879
1910	235,872	95,463	331,335
1911	247,019	97,412	344,431
1912	242,798	89,748	332,546
1913	262,868	103,020	365,888
1914	288,834	119,630	408,464
1915	292,483	117,657	410,140
1916	318,917	127,374	446,191
1917	309,212	123,184	432,396
1918	299,998	114,883	414,879
1919	278,492	107,181	385,673
1920	336,661	136,891	473,552
1921	356,606	138,281	494,887
1922	387,322	158,928	546,250
1923	393,991	161,463	555,424
1924	406,661	164,698	571,359
1925	426,999	169,212	596,211

TABLE III

NUMBER OF PUPILS PER TEACHER IN NORTH CAROLINA, 1901-1925

SCHOOL YEAR ENDING	WHITE			NEGRO		
	Number of Teachers	Number Pupils in Attendance	Number Pupils per Teacher	Number of Teachers	Number Pupils in Attendance	Number Pupils per Teacher
1901	6,050	166,500	28	2,613	78,700	30
1902	6,242	174,552	28	2,625	80,100	31
1903	6,430	182,500	28	2,632	81,500	31
1904	6,820	189,600	28	2,659	82,900	31
1905	7,005	196,898	28	2,682	83,390	31
1906	7,186	205,517	29	2,685	87,529	33
1907	7,438	208,157	28	2,708	88,795	33
1908	7,775	220,371	28	2,775	88,117	32
1909	8,129	240,879	30	2,828	95,000	34
1910	8,422	235,872	28	2,794	95,463	34
1911	8,719	247,019	28	2,877	97,412	34
1912	9,117	242,798	27	2,898	89,748	31
1913	9,378	262,868	28	3,016	103,020	34
1914	10,082	288,834	29	3,173	119,630	38
1915	10,584	292,483	28	3,291	117,657	36
1916	11,095	318,917	29	3,455	127,374	37
1917	11,527	309,212	27	3,519	123,184	35
1918	11,730	299,998	26	3,511	114,883	33
1919	11,681	278,492	24	3,388	107,181	32
1920	12,970	336,661	26	3,884	136,891	35
1921	14,165	356,606	25	4,196	138,281	33
1922	15,198	387,322	25	4,595	158,929	35
1923	15,665	393,991	25	4,871	161,463	33
1924	16,382	406,661	25	5,120	164,698	32
1925	16,948	426,999	25	5,309	169,212	32

TABLE IV

THE NUMBER OF PUPILS PER TEACHER IN NORTH CAROLINA

A

Number of Pupils Per Teacher in the *White* High Schools, 1924-1925

School Unit	Percentage of Enrollment in Attendance	Number of Teachers Employed	Number of Pupils per Teacher Employed	Attending
All High Schools	83.3	2,884	22.4	18.6
Rural	81.9	1,623	21.3	17.4
City	84.9	1,261	23.9	20.3
City Group 1	84.1	369	24.1	20.3
City Group 2	86.9	172	24.1	21.0
City Group 3	87.8	206	24.6	21.6

B

Number of Pupils Per Teacher in the *White* Elementary Schools, 1924-1925

School Unit	Percentage of Enrollment in Attendance	Number of Teachers Employed	Number of Pupils per Teacher Employed	Attending
All Elementary Schools	74.7	13,935	35.0	26.2
Rural	72.9	11,004	34.5	25.2
City	81.2	2,931	36.9	29.9
City Group 1	82.6	1,000	34.2	28.3
City Group 2	79.9	497	35.6	28.4
City Group 3	83.3	430	39.5	32.9

C

The Number of Pupils Per Teacher in the *Colored* Schools, 1924-1925

County	Number of Teachers Employed	Percentage of Enrollment in Attendance	Number of Pupils per Teacher Employed	Attending
State	5,310	66.9	47.1	31.5
Rural	4,070	64.8	46.9	30.4
City	1,240	74.0	47.6	35.2
City Group 1	490	80.4	43.8	35.2
City Group 2	218	71.9	48.9	35.2
City Group 3	181	71.5	47.3	35.2

TABLE V

TOTAL POPULATION, SCHOOL POPULATION, PUBLIC SCHOOL ENROLLMENT AND AVERAGE DAILY ATTENDANCE AT PUBLIC SCHOOLS IN NORTH CAROLINA FOR THE YEARS 1900, 1910, AND 1920

White

	1900	1910	Increase	Increase %	1920	Increase	Increase %
Total Population...	1,269,341	1,500,511	231,170	18	1,783,779	283,268	19
School Population..	448,304	497,077	48,773	11	573,736	76,659	15
P. S. Enrollment...	293,868	360,121	66,253	23	478,189	118,068	33
A. D. Attendance...	166,500	235,872	69,372	41	336,661	100,789	43

Negro

	1900	1910	Increase	Increase %	1920	Increase	Increase %
Total Population...	624,469	697,843	73,374	12	763,407	65,564	10
School Population..	219,677	238,091	18,414	08	267,245	29,154	12
P. S. Enrollment...	141,316	160,283	18,967	13	213,060	52,777	33
A. D. Attendance...	78,700	95,463	16,763	21	136,891	41,428	43

TABLE VI

TOTAL POPULATION, SCHOOL POPULATION, PUBLIC SCHOOL ENROLLMENT AND AVERAGE DAILY ATTENDANCE AT PUBLIC SCHOOLS IN NORTH CAROLINA FOR THE YEARS 1900, 1910 AND 1920

	Race	1900	1910	1920
1. Per cent that the school population is of the total population.....	White	35	33	32
	Negro	35	34	35
2. Per cent that the public school enrollment is of the total population....	White	23	24	27
	Negro	22	23	28
3. Per cent that the average daily attendance is of the total population...	White	13	15	18
	Negro	12	14	18
4. Per cent that the public school enrollment is of the school population...	White	66	72	83
	Negro	64	67	79
5. Per cent that the average daily attendance is of the school population..	White	37	47	59
	Negro	36	40	51
6. Per cent that the average daily attendance is of the public enrollment..	White	56	65	70
	Negro	56	59	64

TABLE VII

THE TEACHER OUTPUT OF THE INSTITUTIONS OF HIGHER LEARNING IN NORTH CAROLINA IN 1925 CLASSIFIED ACCORDING TO GRADE OF CERTIFICATE HELD

TYPE OF CERTIFICATE	WHITE			NEGRO			TOTAL		
	Taught 1925-26	Did not Teach 1925-26	Total	Taught 1925-26	Did not Teach 1925-26	Total	Taught 1925-26	Did not Teach 1925-26	Total
Elem. B	37	36	73	4	1	5	41	37	78
Elem. A	207	107	314	13	3	16	220	110	330
Prim. Pro	3	.....	3	.....	2	.....	3	2	5
Prim. C	43	16	59	1	.....	1	44	16	60
Prim. B	114	9	123	20	3	23	134	12	146
Prim. A	59	7	66	1	1	2	60	8	68
Gram. C	58	23	81	10	1	11	68	24	92
Gram. B	126	30	156	14	2	16	140	32	172
Gram. A	38	9	47	.....	.....	.....	38	9	47
H. S. Prov	8	7	15	1	1	2	9	8	17
H. S. C	113	43	156	6	2	8	119	45	164
H. S. B	73	43	116	1	3	4	74	46	120
H. S. A	334	99	433	17	9	26	351	108	459
H. S. P	17	4	21	.....	.....	.....	17	4	21
Spec. Prov	1	3	4	.....	.....	.....	1	3	4
Spec. C	.....	3	3	.....	.....	.....	.....	3	3
Spec. B	1	11	12	.....	.....	.....	1	11	12
Spec. A	5	12	17	.....	.....	.....	5	12	17
Total	1,237	462	1,699	88	28	116	1,325	490	1,815
Elem. Cert	685	237	922	63	13	76	748	250	998
H. S. Cert	552	225	777	25	15	40	577	240	817

TABLE VIII

THE SUPPLY OF TEACHERS FURNISHED BY THE INSTITUTIONS OF HIGHER LEARNING IN NORTH CAROLINA DURING THE SCHOOL YEAR ENDING 1926

1. The number of individuals certificated in 1925 and 1926 by in-State institutions:

	1925	1926
1. WHITE:		
a. Elementary	922	1,164
b. High School	777	861
Total	1,699	2,025
2. NEGRO:		
a. Elementary	76	127
b. High School	40	63
Total	116	190

TABLE IX

THE NUMBER OF PERSONS RECEIVING CREDITS FROM OUT-OF-STATE INSTITUTIONS WHO APPLIED FOR NORTH CAROLINA TEACHER'S CERTIFICATES IN 1926

1. Number of out-of-State institutions represented:

1. White	111
2. Negro	15
3. Mixed	6
4. No data available	4
Total	136

2. Number of individuals from out-of-State institutions applying for North Carolina Teacher's Certificates:

1. White:	Elementary	168	High School	223
2. Negro:	Elementary	16	High School	45
3. No data:	Elementary	0	High School	4
Total		184		272

TABLE X

THE NUMBER OF PERSONS RECEIVING CREDITS FROM OUT-OF-STATE INSTITUTIONS WHO APPLIED FOR TEACHERS' CERTIFICATES IN NORTH CAROLINA IN 1925, AND THE NUMBER OF THESE ACTUALLY TEACHING IN 1925-1926

1. Number of out-of-State institutions represented:

1. White	140
2. Negro	29
3. Mixed	41
Total	210

2. Number of individuals trained by out-of-State institutions who applied for certificates in 1925:

1. White:	Elementary	283	High School	470
2. Negro:	Elementary	70	High School	89
Total		353		559

3. Number of individuals trained by out-of-State institutions who applied for certificates in 1925 and actually taught in North Carolina in 1925-26:

1. White:	Elementary	167	High School	251
2. Negro:	Elementary	35	High School	46
Total		202		297

4. Number of individuals trained by out-of-State institutions who applied in 1925 for a North Carolina teacher's certificate, but who did not teach in North Carolina in 1925-26:

1. White:	Elementary	116	High School	219
2. Negro:	Elementary	35	High School	43
Total		151		262

TABLE XI

NUMBER OF TEACHERS CERTIFICATED FROM OUT-OF-STATE INSTITUTIONS IN 1925, AND THE NUMBER WHO TAUGHT IN NORTH CAROLINA IN 1925-1926

STATE	WHITE		NEGRO		NO RACIAL DATA		TOTAL	
	Did	Did Not	Did	Did Not	Did	Did Not	Did	Did Not
Alabama	4	6	.....	1	.....	.....	4	7
Arizona	.....	1	.....	.....	.....	.....	.....	1
Arkansas	1	.....	.....	.....	.....	.....	1	.....
Colorado	.....	3	.....	.....	.....	.....	.....	3
Connecticut	.....	.....	.....	.....	1	.....	1	.....
District Columbia	.....	4	.....	.....	.....	.....	.....	4
Florida	3	1	.....	.....	.....	.....	3	1
Georgia	60	44	19	21	.....	.....	79	65
Illinois	8	1	.....	.....	3	4	11	5
Indiana	1	13	.....	.....	4	5	5	18
Iowa	.....	1	.....	.....	.....	3	.....	4
Kansas	.....	1	.....	.....	.....	1	.....	2
Kentucky	20	12	1	1	.....	.....	21	13
Maryland	21	14	1	1	1	1	23	16
Massachusetts	.....	2	8	13	1	2	9	17
Michigan	.....	.....	.....	.....	1	.....	1	.....
Mississippi	3	5	.....	.....	.....	1	3	6
Missouri	7	12	1	5	.....	.....	8	17
Montana	1	.....	.....	.....	.....	.....	1	.....
Nebraska	1	.....	.....	.....	1	.....	2	.....
New York	.....	.....	.....	.....	9	11	9	11
Ohio	.....	.....	.....	.....	8	3	8	3
Oklahoma	1	1	.....	.....	.....	.....	1	1
Oregon	1	.....	.....	.....	.....	.....	1	.....
Pennsylvania	4	10	9	15	.....	4	13	29
South Carolina	153	77	11	11	.....	.....	164	88
South Dakota	.....	.....	.....	.....	.....	1	.....	1
Tennessee	21	19	5	7	.....	.....	26	26
Texas	2	1	.....	1	.....	.....	2	2
Virginia	86	58	14	8	.....	.....	100	66
West Virginia	2	4	.....	2	.....	.....	2	6
Total	400	290	69	86	29	36	498	412

TABLE XII

TABLE SHOWING THE NUMBER OF ELEMENTARY TEACHERS AND THE NUMBER OF HIGH SCHOOL TEACHERS TO BE TRAINED, (AT 5-YEAR INTERVALS) FOR THE PERIOD 1915-1950

White

YEAR	Estimate as to Number of White Teachers to be Employed 1925-50	Estimated Per cent of Total Number of White Teachers who will Probably be Beginner Teachers	Estimate as to Number of Beginner Teachers Needed.	Estimate as to Per cent of Beginner Teachers Needed for Elementary Schools.	Estimate as to Per cent of Beginner Teachers Needed for High Schools.	Estimate as to Number of Beginner Teachers Needed for Elementary Schools.	Estimate as to Number of Beginner Teachers Needed for High Schools.
1925.....	14,462	23.0	3326	82	18	2727	599
1930.....	21,175	21.4	4510	80	20	3608	902
1935.....	24,623	19.8	4875	78	22	3802	1073
1940.....	29,575	18.2	5383	76	24	4091	1292
1945.....	33,452	16.6	5730	74	26	4240	1490
1950.....	39,468	15.0	5920	72	28	4262	1658

TABLE XIII

TABLE SHOWING THE NUMBER OF ELEMENTARY TEACHERS AND THE NUMBER OF HIGH SCHOOL TEACHERS TO BE TRAINED, (AT 5-YEAR INTERVALS) FOR THE PERIOD 1925-1950

Negro

YEAR	Estimate as to Number of Negro Teachers to be Employed 1925-50	Estimated Per cent of Total Number of Negro Teachers who will Probably be Beginner Teachers.	Estimate as to Number of Beginner Teachers Needed.	Estimate as to Per cent of Beginner Teachers Needed for Elementary Schools.	Estimate as to Per cent of Beginner Teachers Needed for High Schools.	Estimate as to Number of Beginner Teachers Needed for Elementary Schools.	Estimate as to Number of Beginner Teachers Needed for High Schools.
1925.....	4,504	21.0	946	95.5	4.5	904	42
1930.....	5,669	20.4	1,156	94.0	6.0	1,087	69
1935.....	6,683	19.8	1,323	92.5	7.5	1,224	99
1940.....	7,697	19.2	1,478	91.0	9.0	1,345	133
1945.....	8,711	18.6	1,620	89.5	10.5	1,450	170
1950.....	9,725	18.0	1,750	88.0	12.0	1,540	210

TABLE XIV

IMPROVEMENT IN TYPE OF CERTIFICATE FOR THE ELEMENTARY GRADES HELD BY WHITE TEACHERS IN NORTH CAROLINA DURING THE PERIOD 1921-1922 TO 1925-1926

TYPE OF CERTIFICATE	WHITE TEACHERS HOLDING CERTIFICATES FOR THE ELEMENTARY SCHOOLS									
	YEAR									
	1921-22		1922-23		1923-24		1924-25		1925-26	
	No.	%	No.	%	No.	%	No.	%	No.	%
Third County	2	.16	.....	.....	.....	.....	.....	.....	.....	.....
Second County	1502	11.92	858	6.79	577	4.55	487	3.83	265	2.10
Provisional B	617	4.90	655	5.19	434	3.42	229	1.80	89	.71
Provisional A	673	5.34	632	5.00	619	4.88	409	3.21	246	1.95
Temporary	93	.74	500	3.96	651	5.13	595	4.68	432	3.42
Provisional Elementary	560	4.45	358	2.83	355	2.80	441	3.47	542	4.30
Elementary B	4963	39.40	4957	39.24	4792	37.79	4511	35.45	4006	31.75
Elementary A	887	7.04	1009	7.99	1237	9.76	1731	16.60	2170	17.20
Provisional Primary Grammar	.....	.....	103	.82	63	.50	61	.48	35	.28
Prim. G Grade C	2111	16.76	2080	16.47	2086	16.45	1978	15.67	1944	15.41
Prim. G. Grade B	654	5.19	820	6.49	1119	8.82	1466	11.61	1873	14.85
Prim. G. Grade A	536	4.26	660	5.23	748	5.90	818	6.43	1014	8.04
Total	12598	100.00	12632	100.00	12681	100.00	12726	100.00	12616	100.00
Less than High School Graduation	2887	22.95	2645	20.11	2281	17.99	1720	13.52	1032	8.18
High School Graduation and above	9711	77.08	8987	79.99	10400	82.01	11006	86.48	11584	91.82
High School graduation plus, less than 2 years college or normal school	6410	50.88	6324	50.06	6384	50 34	6683	52.53	6718	53 25
High School Graduation plus 2 years college or normal school and above	3301	26.20	3663	29.00	4016	32.02	4323	33.97	4866	38.57
High School graduation plus 2 years college and above	1190	9.45	1480	11.72	1867	14.72	2284	18.09	2887	22.88
High School graduation plus 4 years college and above	536	4.26	660	5.23	748	5.90	818	6.43	1014	8.04

TABLE XV

IMPROVEMENT IN TYPE OF CERTIFICATE FOR THE ELEMENTARY GRADES HELD BY NEGRO TEACHERS IN NORTH CAROLINA 1921-1922 TO 1925-1926

TYPE OF CERTIFICATE	NEGRO TEACHERS HOLDING CERTIFICATES FOR THE ELEMENTARY SCHOOLS									
	YEAR									
	1921-22		1922-23		1923-24		1924-25		1925-26	
	No.	%	No.	%	No.	%	No.	%	No.	%
Third County	21	.47	14	.31	18	.38	5	.10	8	.16
Second County	1546	35.19	1237	27.41	1071	22.57	997	20.32	809	15.89
Provisional B	350	8.15	350	7.76	313	6.60	270	5.50	225	4.42
Provisional A	342	7.79	397	8.80	380	8.01	365	7.44	332	6.52
Temporary	47	1.07	329	7.29	576	12.14	660	13.45	710	13.95
Provisional Elementary	168	3.82	110	2.44	102	2.15	128	2.61	239	4.69
Elementary B	1342	30.55	1437	31.84	1487	31.34	1466	29.88	1443	28.34
Elementary A	68	1.54	85	1.88	169	3.56	369	7.52	556	10.92
Prim. G. Grade C	475	10.81	477	10.57	506	10.66	446	9.09	429	8.43
Prim. G. Grade B	24	.55	42	.93	91	1.92	170	3.46	304	5.97
Prim. G. Grade A	10	.23	17	.38	17	.36	17	.35	28	.55
Prov. Prim. Gram	.....	.....	18	.40	15	.32	14	.29	8	.16
Total	4393	100.	4513	100.00	4745	100.00	4907	100.00	5091	100.00
Less than High School Graduation	2306	52.49	2327	52.97	2358	68.66	2297	46.81	2084	40.94
High School graduation and above	2087	47.51	2186	49.76	2387	50.31	2610	53.19	3007	59.07
High School graduation plus less than 2 years college or normal school	1578	35.92	1632	37.15	1758	40.02	1963	40.00	2238	43.96
High School graduation, plus 2 years college or normal school and above	509	11.59	554	12.61	629	13.26	647	13.11	769	15.11
High School graduation, plus 2 years college and above	34	.77	59	1.34	108	2.28	187	3.81	332	6.52
High School graduation plus 4 years college and above	10	.23	17	.39	17	.36	17	.35	28	.55

TABLE XVI

IMPROVEMENT IN TYPE OF HIGH SCHOOL CERTIFICATES HELD BY WHITE TEACHERS DURING THE PERIOD 1921-1922 TO 1925-1926

TYPE OF CERTIFICATE	WHITE TEACHERS HOLDING HIGH SCHOOL CERTIFICATES									
	YEAR									
	1921-22		1922-23		1923-24		1924-25		1925-26	
	No.	%	No.	%	No.	%	No.	%	No.	%
Provisional High School C	.....	.....	.....	.....	.....	.....	99	2.34	56	1.19
High School C	548	20.63	684	21.46	693	18.65	705	16.70	741	15.71
High School B	234	8.81	450	14.12	629	16.93	724	17.15	737	15.63
High School A	867	32.64	1090	34.20	1398	37.62	1961	46.45	2396	50.81
High School Principal	718	27.03	611	19.17	602	16.20	544	12.88	594	12.60
Superintendent	134	5.05	135	4.24	137	3.69	156	3.69	155	3.29
Supervisor*	39	1.47	51	1.60	32	.86	33	.78	37	.78
Special Vocational*	116	4.37	166	5.21	225	6.05	.....	.....	.....	.....
Total	2656	100.00	3187	100.00	3716	100.00	4222	100.00	4716	100.00
Total minus supervisors and special vocational	2501	100.00	2970	100.00	3459	100.00	4189	100.00	4679	100.00
(1) High School graduation plus 2 years college and above	2501	100.00	2970	100.00	3459	100.00	4189	100.00	4679	100.00
(2) High School graduation plus 3 years college and above	1953	78.09	2286	76.97	2766	79.96	3385	80.81	3882	82.97
(3) High School graduation plus 4 years college and above	1719	68.73	1836	61.82	2137	61.78	2661	63.52	3145	67.22

TABLE XVII

IMPROVEMENT IN TYPE OF HIGH SCHOOL CERTIFICATES HELD BY NEGRO TEACHERS IN NORTH CAROLINA DURING THE PERIOD 1921-1922 TO 1925-1926

TYPE OF CERTIFICATE	NEGRO TEACHERS HOLDING HIGH SCHOOL CERTIFICATES									
	YEAR									
	1921-22		1922-23		1923-24		1924-25		1925-26	
	No.	%	No.	%	No.	%	No.	%	No.	%
Provisional High School "C"	.....	.....	.....	.....	.....	.....	23	5.72	17	4.49
High School "C"	44	27.33	59	26.94	93	31.85	121	30.10	41	10.85
High School "B"	14	8.70	48	21.92	68	23.29	100	24.87	133	35.19
High School "A"	21	13.04	25	11.42	51	17.47	99	24.62	123	32.54
High School Principal	55	34.16	56	25.57	52	17.81	55	13.68	58	15.34
Superintendent	1	.62	1	.45	1	.34	2	.50	3	.79
Supervisor	5	3.10	5	2.28	4	1.37	2	.50	3	.79
Special Vocational	21	13.04	25	11.42	23	7.87	.....	.....	.....	.....
Total	161	100.00	219	100.00	292	100.00	402	100.00	378	100.00
Total minus supervisors and special vocational	135	100.00	189	100.00	265	100.00	400	100.00	375	100.00
(1) High School Graduation plus 2 years college and above	135	100.00	189	100.00	265	100.00	400	100.00	375	100.00
(2) High School Graduation plus 3 years college and above	91	67.42	130	65.65	172	64.90	256	64.00	317	84.53
(3) High School graduation plus 4 years college and above	77	57.03	82	44.41	104	39.24	156	39.00	184	49.07

NOTE: "Supervisors" and "Special Vocational" certificates are not included in the summaries due to unavailability of accurate data as to preparation of these groups.

TABLE XVIII

STANDARD AND NON-STANDARD TEACHERS IN NORTH CAROLINA

YEAR	RURAL				CITY				TOTAL	
	Standard		Nonstandard		Standard		Nonstandard		Standard	Non-standard
	No.	%	No.	%	No.	%	No.	%	No.	No.
WHITE TEACHERS										
1919-20	4,716	65.68	5,348	94.36	2,506	34.32	320	5.65	7,302	5,668
1920-21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1921-22	8,244	71.84	2,832	98.09	3,467	28.16	55	1.91	12,311	2,887
1922-23	9,293	71.59	2,599	98.26	3,727	28.41	46	1.74	13,020	2,645
1923-24	10,094	71.58	2,229	97.72	4,007	28.42	52	2.28	14,101	2,281
1924-25	11,100	72.89	1,653	96.10	4,128	27.11	67	3.90	15,228	1,720
1925-26	12,060	75.99	1,012	98.06	4,240	26.01	20	1.94	16,300	1,032
NEGRO TEACHERS										
1919-20	561	53.43	2,560	90.33	489	46.57	274	9.67	1,050	2,834
1920-21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1921-22	1,484	64.83	2,179	94.49	805	35.17	127	5.51	2,289	2,306
1922-23	1,619	63.64	2,201	95.59	925	36.36	126	5.41	2,544	2,327
1923-24	1,716	62.13	2,226	94.40	1,046	37.87	132	5.60	2,762	2,358
1924-25	1,889	62.72	2,183	95.04	1,123	37.28	114	4.96	3,012	2,297
1925-26	2,266	65.02	2,002	96.07	1,219	34.98	82	3.93	3,485	2,084

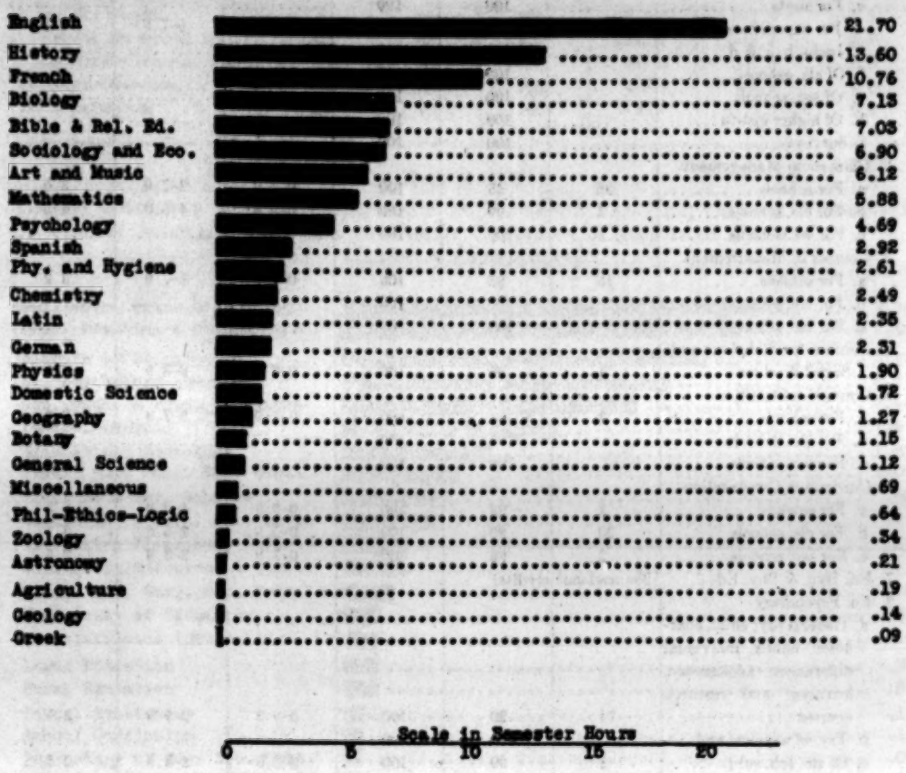
TABLE XIX

TABLE SHOWING ACADEMIC PREPARATION OF 100 TEACHERS HOLDING PRIMARY CLASS A CERTIFICATES ISSUED (1925-1927) BY IN-STATE INSTITUTIONS OF HIGHER LEARNING

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Agriculture	6	94	100	0-7.9	2-7.9	3.2
2. Art & Music	78	22	100	0-29.9	2-29.9	6.9
3. Astronomy	6	94	100	0-7.9	2-7.9	3.5
4. Bible, Rel. Ed	55	45	100	0-35.9	2-35.9	14.1
5. Biology	90	10	100	0-19.9	2-19.9	7.5
6. Botany	18	82	100	0-9.9	1-9.9	7.2
7. Chemistry	34	66	100	0-17.9	2-17.9	8.1
8. Commerce	.....	100	100	.....	.....	.....
9. Domestic Science	39	61	100	0-15.9	1-15.9	3.8
10. English	100	0	100	12-41.9	12-41.9	19.9
11. French	69	31	100	0-31.9	6-31.9	13.8
12. German	18	82	100	0-25.9	6-25.9	13.0
13. General Science	16	84	100	0-13.9	2-13.9	7.1
14. Geology	4	96	100	0-7.9	2-7.9	3.3
15. Geography	15	85	100	0-15.9	2-15.9	9.0
16. Greek	2	98	100	0-7.9	2-7.9	4.0
17. History	100	0	100	2-31.9	2-31.9	13.9
18. Latin	27	73	100	0-21.9	2-21.9	7.5
19. Mathematics	77	23	100	0-21.9	2-21.9	7.8
20. Physics	28	72	100	0-13.9	2-13.9	7.3
21. Phil-Eth-Logic	16	84	100	0-7.9	2-7.9	3.7
22. Psychology	99	1	100	0-17.9	2-17.9	3.7
23. Physio. Hygiene	60	40	100	0-11.9	1-11.9	5.7
24. Spanish	24	76	100	0-19.9	6-19.9	13.0
25. Sociology & Eco	81	19	100	0-25.9	2-25.9	8.4
26. Zoology	4	96	100	0-19.9	2-19.9	9.9
27. (Miscellaneous)	3	97	100	0-1.9	1-1.9	.....

GRAPH XX

GRAPH SHOWING RANK PER SUBJECT IN ACADEMIC PREPARATION POSSESSED BY AVERAGE TEACHER IN NORTH CAROLINA WHO HOLDS PRIMARY CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average academic preparation possessed by a teacher who has received a Primary Class A certificate through training received at an in-State institution of higher learning (1925-1927) is as follows: 21.70 hours of English; 13.60 hours of History; 10.76 hours of French, etc.

TABLE XXI

TABLE SHOWING PROFESSIONAL PREPARATION OF 100 TEACHERS HOLDING PRIMARY CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

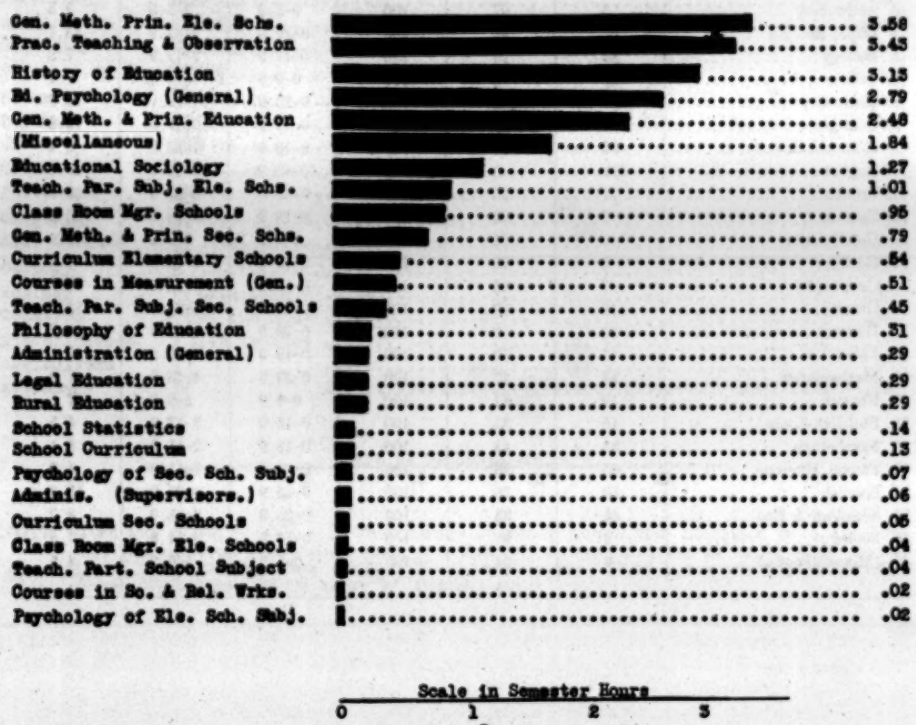
SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Administration						
a. General	6	94	100	0-7.9	2-7.9	5.9
b. For principals	.....	100	100	.....	.....	.....
c. For supts.	.....	100	100	.....	.....	.....
d. For supervisors	1	99	100	0-7.9	6-7.9	6.5
e. Inclu. b, c, & d	.....	100	100	.....	.....	.....
f. Of ele. schools	.....	100	100	.....	.....	.....
g. Of sec. schools	.....	100	100	.....	.....	.....
h. Of higher institu	.....	100	100	.....	.....	.....
i. Surveys	.....	100	100	.....	.....	.....
2. Class room Management						
a. For schools	35	65	100	0-7.9	2-7.9	3.0
b. For ele. schools	1	99	100	0-5.9	4-5.9	4.5
c. For sec. schools	.....	100	100	.....	.....	.....
3. Courses in Measurement						
a. For schools	18	82	100	0-7.9	1-7.9	3.2
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
4 Courses for Religious and Social Workers	1	99	100	0-3.9	2-3.9	2.5
5 Courses in Statistics						
a. For schools	4	96	100	0-7.9	2-7.9	3.3
b. For ele. Schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
6. Curriculum Construction						
a. For schools	2	98	100	0-9.9	4-9.9	8.5
b. For ele. schools	20	80	100	0-5.9	2-5.9	3.1
c. For sec. schools	2	98	100	0-3.9	2-3.9	2.5
7. Ed. Hyg. & Phy. Ed	(See academic credits)					
8. Ed. Psychology						
a. General psy; child, character, habits, individual differences, adolescence, learning, and research courses	71	29	100	0-9.9	2-9.9	3.5
b. Psy. of atypical chil	.....	100	100	.....	.....	.....
c. Of ele. sch. subj	1	99	100	0-3.9	2-3.9	2.5
d. Of sec. sch. subj	2	98	100	0-5.9	2-5.9	3.9
9. Educational Sociology	27	73	100	0-9.9	2-9.9	6.1
10. General Methods of Teaching and Principles of Education.						
a. Gen. Meth. & Prin	64	36	100	0-13.9	2-13.9	3.5
b. For ele. schools	77	23	100	0-13.9	2-13.9	4.4
c. For sec. schools	18	82	100	0-9.9	2-9.9	3.8
11. Guidance						
a. Ed. and Vo	.....	100	100	.....	.....	.....
b. Ed. guidance	.....	100	100	.....	.....	.....
c. Vo. gui. & Vo. Ed	.....	100	100	.....	.....	.....
d. Industrial	.....	100	100	.....	.....	.....
e. Commercial	.....	100	100	.....	.....	.....
12. History of Education	71	29	100	0-9.9	2-9.9	3.9

TABLE XXI—*Continued*

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
13. Legal Aspects; Ed.....	11	89	100	0-5.9	2-5.9	3.1
14. Philosophy of Ed.....	11	89	100	0-7.9	2-7.9	3.1
15. Prac. Teaching & Obs.....	55	45	100	0-13.9	1-13.9	6.9
16. Teaching Particular subj...						
a. For schools.....	1	99	100	0-5.9	4-5.9	4.5
b. For ele. schools.....	33	67	100	0-13.9	1-13.9	3.5
c. For sec. schools.....	11	89	100	0-7.9	2-7.9	3.8
17. Rural Education.....	8	92	100	0-9.9	2-9.9	3.6
18. Miscellaneous.....	30	70	100	0-25.9	1-25.9	6.8

GRAPH XXII

GRAPH SHOWING RANK PER SUBJECT IN PROFESSIONAL PREPARATION POSSESSED BY AVERAGE TEACHER IN NORTH CAROLINA WHO HOLDS PRIMARY CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average professional preparation possessed by a teacher who has received a Primary Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 3.58 hours of General Methods and Principles of Education in the elementary schools; 3.43 hours in Practice Teaching and Observation; 3.13 hours of History of Education, etc.

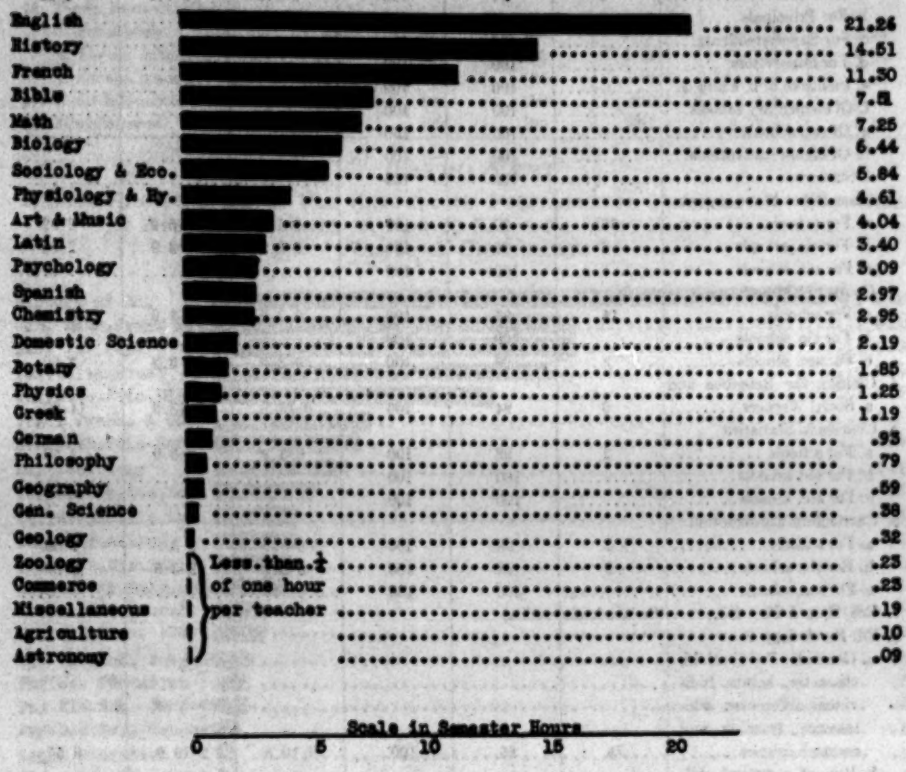
TABLE XXIII

TABLE SHOWING ACADEMIC PREPARATION OF 100 TEACHERS HOLDING GRAMMAR CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Agriculture	4	96	100	0-3.9	2-3.9	3.0
2. Art and Music	46	54	100	0-31.9	1-31.9	7.6
3. Astronomy	3	97	100	0-5.9	2-5.9	3.5
4. Bible, Rel. Ed	65	35	100	0-37.9	2-37.9	13.1
5. Biology	84	16	100	0-17.9	2-17.9	7.5
6. Botany	27	73	100	0-9.9	6-9.9	7.2
7. Chemistry	35	65	100	0-29.9	4-29.9	8.3
8. Commerce	2	98	100	0-17.9	6-17.9	16.0
9. Domestic Science	36	64	100	0-13.9	1-13.9	6.4
10. English	100	0	100	0-43.9	10-43.9	19.8
11. French	77	23	100	0-33.9	6-33.9	13.5
12. German	7	93	100	0-19.9	6-19.9	13.2
13. Gen Science	9	91	100	0-9.9	2-9.9	2.9
14. Geology	5	95	100	0-11.9	2-11.9	7.0
15. Geography	7	93	100	0-15.9	4-15.9	7.7
16. Greek	10	90	100	0-25.9	6-25.9	12.7
17. History	98	2	100	0-39.9	6-39.9	13.7
18. Latin	41	59	100	0-19.9	1-19.9	7.4
19. Mathematics	83	17	100	0-23.9	4-23.9	7.8
20. Physics	19	81	100	0-9.9	2-9.9	7.1
21. Phil-Eth-Logic	15	85	100	0-13.9	2-13.9	4.5
22. Psychology	55	45	100	0-15.9	2-15.9	6.4
23. Physio. Hygiene	65	35	100	0-11.9	1-11.9	4.8
24. Spanish	30	70	100	0-25.9	6-25.9	12.2
25. Sociology & Eco	65	35	100	0-25.9	2-25.9	8.0
26. Zoology	3	97	100	0-11.9	6-11.9	7.5
27. (Miscellaneous.)	6	94	100	0-5.9	1-5.9	4.5

GRAPH XXIV

GRAPH SHOWING RANK PER SUBJECT IN ACADEMIC PREPARATION POSSESSED BY AVERAGE TEACHER IN NORTH CAROLINA WHO HOLDS GRAMMAR CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average academic preparation possessed by a teacher who has received a Grammar Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 21.26 hours of English; 14.51 hours of History; 11:30 hours of French, etc.

TABLE XXV

TABLE SHOWING PROFESSIONAL PREPARATION OF 100 TEACHERS HOLDING GRAMMAR CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

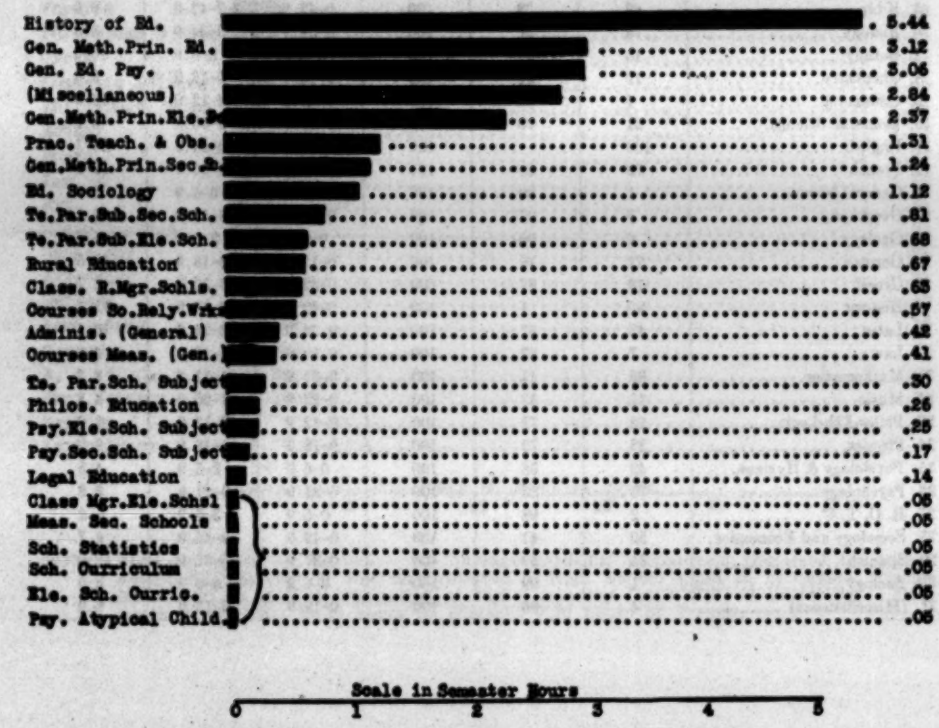
SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Administration						
a. General	9	91	100	0-7.9	2-7.9	6.20
b. For Principals	.....	100	100	.....	.....	.....
c. For Superintendents	.....	100	100	.....	.....	.....
d. For Supervisors	.....	100	100	.....	.....	.....
e. Inclusive of b, c and d	.....	100	100	.....	.....	.....
f. Of elementary schools	.....	100	100	.....	.....	.....
g. Of sec. schools	.....	100	100	.....	.....	.....
h. Of higher institutions	.....	100	100	.....	.....	.....
i. Surveys	.....	100	100	.....	.....	.....
2. Class Room Management						
a. For schools	28	72	100	0-5.9	1-5.9	2.92
b. For ele. schools	2	98	100	0-9.9	2-3.9	2.50
c. For sec. schools	.....	100	100	.....	.....	.....
3. Courses in Measurement						
a. For schools	15	85	100	0-7.9	2-7.9	3.08
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	2	98	100	0-3.9	2-3.9	2.50
4. Courses for Religious and						
a. Social Workers	6	94	100	0-13.9	6-13.9	11.90
5. Courses in Statistics						
a. For schools	2	98	100	0-3.9	2-3.9	2.50
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
6. Curriculum Construction						
a. For schools	2	98	100	0-3.9	2-3.9	2.50
b. For ele. schools	2	98	100	0-3.9	2-3.9	2.50
c. For sec. schools	.....	100	100	.....	.....	.....
7. Ed., Hyg. & Phy. Ed.	(See academic credits)					
8. Ed. Psychology						
a. General Psy; child, character, habits, individual differences, adolescence, learning and research courses	75	25	100	0-19.9	2-19.9	3.56
b. Psy. of a typical children	2	98	100	0-3.9	2-3.9	2.50
c. Of ele. school subjects	1	99	100	0-3.9	2-3.9	2.50
d. Of sec. school subjects	3	97	100	0-9.9	2-9.9	6.50
9. Educational Sociology	33	67	100	0-7.9	2-7.9	3.36
10. General Methods of Teaching and Principles of Education						
a. Gen. Meth. & Prin	64	36	100	0-17.9	2-17.9	3.80
b. For ele. schools	54	46	100	0-19.9	1-19.9	4.12
c. For sec. schools	29	71	100	0-9.9	1-9.9	3.80
11. Guidance						
a. Ed. and Vo	.....	100	100	.....	.....	.....
b. Ed. guidance	.....	100	100	.....	.....	.....
c. Vo. guid. and Vo. Ed	.....	100	100	.....	.....	.....
d. Industrial	.....	100	100	.....	.....	.....
e. Commercial	.....	100	100	.....	.....	.....

TABLE XXV—*Continued*

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
12. History of Education.....	64	36	100	0-13.9	2-13.9	3.78
13. Legal Aspects; Ed.....	9	91	100	0-3.9	1-3.9	2.20
14. Philosophy of Ed.....	9	91	100	0-7.9	2-7.9	3.76
15. Prac. Teaching & Obs.....	43	57	100	0-9.9	1-9.9	3.10
16. Teach. Particular Sub.						
a. For schools.....	8	92	100	0-11.9	2-11.9	3.32
b. For ele. schools.....	11	89	100	0-15.9	2-15.9	4.66
c. For sec. schools.....	18	82	100	0-9.9	2-9.9	3.80
17. Rural Education.....	16	84	100	0-9.9	2-9.9	3.90
18. Miscellaneous.....	32	68	100	0-27.9	2-27.9	7.40

GRAPH XXVI

GRAPH SHOWING RANK PER SUBJECT IN PROFESSIONAL PREPARATION POSSESSED BY AVERAGE TEACHER IN NORTH CAROLINA WHO HOLDS GRAMMAR CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average professional preparation possessed by a teacher who has received a Grammar Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 5.44 hours of History of Education; 3.12 hours in General Methods or Principles of Education; 3.05 hours in General Educational Psychology, etc.

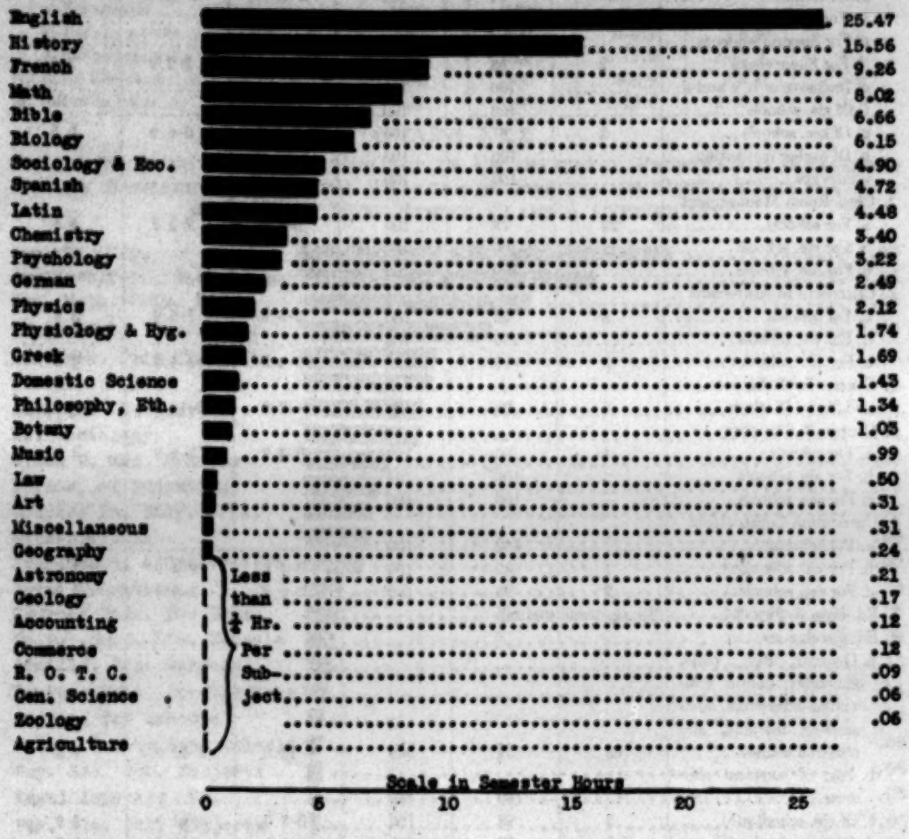
TABLE XXVII

TABLE SHOWING THE ACADEMIC PREPARATION OF 100 HIGH SCHOOL ENGLISH TEACHERS HOLDING HIGH SCHOOL CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Accounting	2	98	100	0-6.9	6-6.9	6.5
2. Agriculture	.....	100	100	.....	.....	.....
3. Art	7	93	100	0-6.9	2-6.9	4.8
4. Astronomy	5	95	100	0-6.9	3-6.9	3.8
5. Bible	62	38	100	0-42.9	2-42.9	9.9
6. Biology	78	22	100	0-34.9	3-34.9	6.8
7. Botany	16	84	100	0-8.9	3-8.9	6.9
8. Chemistry	19	51	100	0-16.9	6-16.9	8.6
9. Commerce	1	99	100	0-12.9	12-12.9	12.0
10. Domestic Science	21	79	100	0-30.9	1-30.9	6.1
11. English	100	.....	100	10-44.9	10-44.9	23.7
12. French	79	21	100	0-39.9	6-39.9	13.9
13. General Science	1	99	100	0-6.9	6-6.9	6.0
14. Geography	3	97	100	0-15.9	3-15.9	6.5
15. Geology	4	96	100	0-6.9	2-6.9	5.9
16. German	21	79	100	0-18.9	3-18.9	12.5
17. Greek	13	87	100	0-32.9	3-32.9	12.1
18. History	99	1	100	0-42.9	6-42.9	12.7
19. Latin	43	57	100	0-24.9	3-24.9	10.4
20. Law	7	93	100	0-10.9	2-10.9	6.8
21. Mathematics	89	11	100	0-31.9	5-31.9	8.3
22. Music	17	83	100	0-20.9	1-20.9	4.8
23. Philos-Eth-Logic	28	72	100	0-12.9	2-12.9	3.9
24. Physics	28	72	100	0-18.9	4-18.9	8.2
25. Physiology & Hygiene	42	58	100	0-6.9	2-6.9	4.5
26. Psychology	75	25	100	0-21.9	3-21.9	3.8
27. R. O. T. C.	2	98	100	0-6.9	3-6.9	5.9
28. Sociology and Economics	59	41	100	0-42.9	2-42.9	6.7
29. Spanish	31	69	100	0-37.9	6-37.9	12.9
30. Zoology	1	99	100	0-6.9	6-6.9	6.0
31. (Miscellaneous)	4	96	100	0-12.9	6-12.9	6.9

GRAPH XXVIII

GRAPH SHOWING RANK PER SUBJECT IN ACADEMIC PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL TEACHER IN NORTH CAROLINA WHO HOLDS HIGH SCHOOL CLASS A CERTIFICATE
(English Teachers)



NOTE: Read bar graph as follows: The average academic preparation possessed by a high school English teacher who has received a High School Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 25.47 hours of English; 15.56 hours of History; 9.26 hours of French, etc.

TABLE XXIX

TABLE SHOWING THE PROFESSIONAL PREPARATION POSSESSED BY 100 HIGH SCHOOL ENGLISH TEACHERS HOLDING HIGH SCHOOL CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

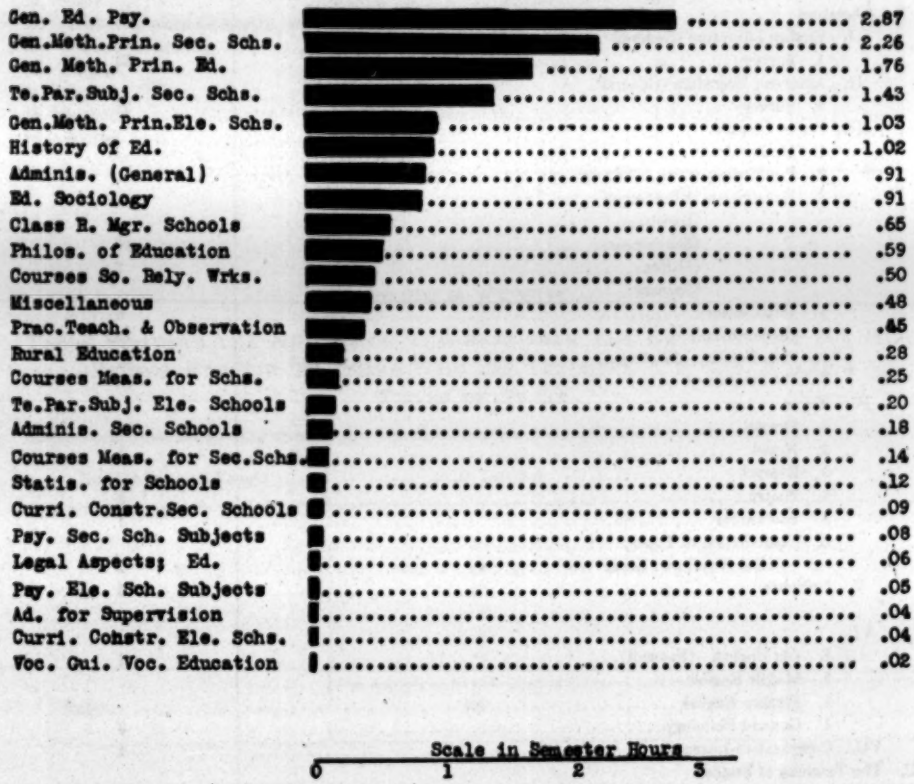
SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Administration						
a. General	19	81	100	0–10.9	2–10.9	6.1
b. For Principals	.....	100	100	.....	.....	.....
c. For Superintendents	.....	100	100	.....	.....	.....
d. For Supervisors	2	98	100	0–2.9	2–2.9	2.5
e. Inclusive of b, c and d	.....	100	100	.....	.....	.....
f. Of ele. schools	.....	100	100	.....	.....	.....
g. Of sec. schools	3	97	100	0–6.9	6–6.9	6.5
h. Of higher institution	.....	100	100	.....	.....	.....
i. Surveys	.....	100	100	.....	.....	.....
2. Class Room Management						
a. For schools	22	78	100	0–3.9	2–3.9	3.5
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
3. Courses in Measurement						
a. For schools	8	92	100	0–6.9	2–6.9	3.4
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	1	99	100	0–4.9	4–4.9	4.0
4. Courses for Religious and Social Workers	7	93	100	0–12.9	2–12.9	6.6
5. Courses in Statistics						
a. For schools	4	96	100	0–3.9	3–3.9	3.0
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
6. Curriculum Construction						
a. For schools	.....	100	100	.....	.....	.....
b. For ele. schools	1	99	100	0–4.9	4–4.9	4.0
c. For sec. schools	2	98	100	0–6.9	3–6.9	5.9
7. Ed. Hyg. & Phy. Ed	(See academic credits).					
8. Ed. Psychology						
a. General Psy; child, character, habits, individual differences, adolescence, learning, and research courses	63	34	100	0–12.9	2–12.9	3.8
b. Psy. of atypical children	.....	100	100	.....	.....	.....
c. Of ele. school subj	2	98	100	0–3.9	2–3.9	2.9
d. Of sec. school subj	3	97	100	0–3.9	2–3.9	3.3
9. Educational Sociology	22	78	100	0–6.9	2–6.9	3.9
10. General Methods of Teaching and Principles of Education	37	63	100	0–12.9	2–12.9	6.9
a. Gen. Meth. & Prin	37	63	100	0–12.9	2–12.9	6.9
b. For ele. schools	29	71	100	0–12.9	2–12.9	3.6
c. For sec. schools	50	50	100	0–8.9	2–8.9	5.9
11. Guidance						
a. Ed. and Vo	.....	100	100	.....	.....	.....
b. Ed. guidance	.....	100	100	.....	.....	.....
c. Vo. gui. & Vo. Ed	1	99	100	0–3.9	3–3.9	2.0
d. Industrial	.....	100	100	.....	.....	.....
e. Commercial	.....	100	100	.....	.....	.....

TABLE XXIX—*Continued*

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
12. History of Education.....	40	60	100	0-8.9	2-8.9	3.9
13. Legal Aspects; Ed.....	2	98	100	0-3.9	3-3.9	2.5
14. Philosophy of Ed.....	17	83	100	0-6.9	2-6.9	3.5
15. Prac. Teach. & Obs.....	12	88	100	0-18.9	3-18.9	3.9
16. Teach. Particular Sub.						
a. For schools.....	.....	100	100	.....	.....	.....
b. For ele. schools.....	5	95	100	0-6.9	3-6.9	4.3
c. For sec. schools.....	36	64	100	0-12.9	2-12.9	3.7
17. Rural Education.....	6	94	100	0-8.9	2-8.9	5.9
18. (Miscellaneous).....	12	88	100	0-10.9	2-10.9	3.7

GRAPH XXX

GRAPH SHOWING RANK PER SUBJECT IN PROFESSIONAL PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL TEACHER OF ENGLISH IN NORTH CAROLINA WHO HOLDS HIGH SCHOOL CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average professional preparation possessed by a high school English teacher who has received a High School Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 2.87 hours of General Educational Psychology; 2.26 hours of General Methods and Principles in the Secondary Schools; 1.76 hours of General Methods and Principles of Education, etc.

TABLE XXXI

TABLE SHOWING THE NUMBER OF ENGLISH TEACHERS TAKING VARIOUS TYPES OF ENGLISH COURSES. THESE DATA REFER TO 100 NORTH CAROLINA HIGH SCHOOL ENGLISH TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED AT IN-STATE INTITUTIONS OF HIGHER LEARNING, (1925-1927)

TYPE OF ENGLISH COURSE	Number Teachers Having Courses in Each Type of English Course
A. Composition	
I. Introductory (Freshman English)	100
(Grammar and Rhetoric)	
II. Advanced Composition.	
1. Expository writing	8
2. The essay	...
3. Poetry	...
4. Short story	3
5. Journalism	12
6. The drama	2
7. Public speaking	16
8. Argumentation	3
9. Letter writing	...
B. Literature	
I. English Literature (General)	...
1. Survey	84
II. American Literature (General).	
1. Survey	27
III. Period Courses.	
1. Medieval	...
2. Pre-Shakespearian (Chaucer)	1
3. Renaissance (Elizabethan	9
(Bacon	...
(Shakespeare	40
(Milton	7
(Spencer	...
4. 18th Century	4
5. Romanticism	12
6. 19th Century. (Victorian)	31
7. Contemporary	18
IV. Types.	
1. Drama	20
2. Novel	8
3. Essay	...
4. Poetry	5
5. Short story	1
6. Combination of Types	...
i. e. Novel and Essay	2
V. Criticism	5
VI.	
1. Old English (Beowolf)	1
2. Middle English	...
3. Modern English	...
4. General Philology	3
VII. Comparative Literature	1
C. The Teaching of English	
1. General	24
2. Elementary Schools	...
3. Secondary Schools	6
D. Bible	5
E. Miscellaneous	19

TABLE XXXII

TABLE SHOWING ADDITIONAL HIGH SCHOOL SUBJECTS TAUGHT BY THE 100 HIGH SCHOOL ENGLISH TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING, 1925-1927

SUBJECT	TOTAL	RANK
1. Athletics	1	9
2. Biology	6	7
3. Chemistry	2	8
4. Domestic Science	1	9
5. Economics	1	9
6. English	100	1
7. French	20	3
8. General Science	19	4
9. History (Including Civics)	25	2
10. Latin	14	6
11. Math. (Including Geometry, Algebra)	17	5
12. Physical Geography	1	9
13. Physics	1	9
14. Spanish	1	9
15. Spelling	1	9
16. Writing	1	9

TABLE XXXIII

TABLE SHOWING THE NUMBER OF TEACHERS FROM THE GROUP OF THE 100 HIGH SCHOOL ENGLISH TEACHERS WHO ARE TEACHING 1, 2, 3, 4, 5, AND 6 FIELDS OF STUDY

Number Subjects Taught	Number Teachers	Per Cent.
1	30	30
2	44	44
3	19	19
4	3	3
5	2	2
6	2	2
Total	100	100%

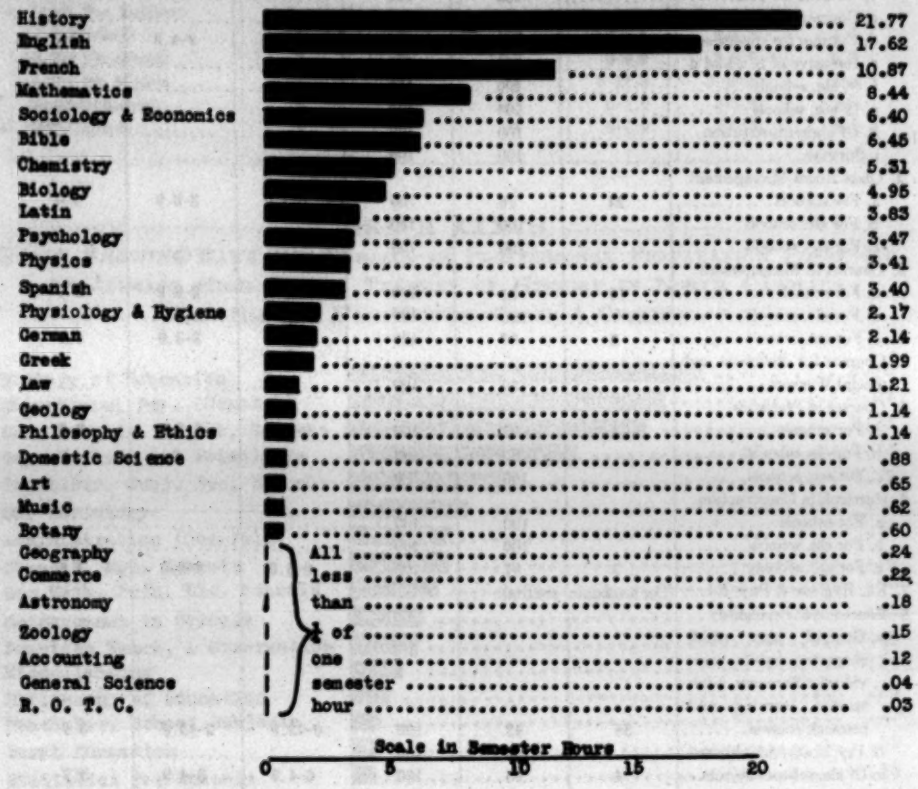
TABLE XXXIV

TABLE SHOWING THE ACADEMIC PREPARATION POSSESSED BY 100 HIGH SCHOOL HISTORY TEACHERS HOLDING HIGH SCHOOL CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Accounting	2	98	100	0-6.9	6-6.9	6.0
2. Agriculture	.....	100	100	.....	.....	.....
3. Art	19	81	100	0-10.9	1-10.9	3.5
4. Astronomy	6	94	100	0-6.9	2-6.9	2.9
5. Bible	58	42	100	0-38.9	2-38.9	12.1
6. Biology	70	30	100	0-24.9	2-24.9	6.7
7. Botany	11	91	100	0-8.9	3-8.9	6.4
8. Chemistry	57	43	100	0-24.9	3-24.9	8.7
9. Commerce	4	96	100	0-33.9	4-33.9	11.9
10. Domestic Science	12	88	100	0-33.9	1-33.9	3.9
11. English	100	.....	100	12-39.9	12-39.9	18.9
12. French	78	22	100	0-45.9	3-45.9	12.7
13. General Science	1	99	100	0-4.9	4-4.9	4.0
14. Geography	4	96	100	0-6.9	6-6.9	6.0
15. Geology	16	84	100	0-16.6	2-16.9	6.9
16. German	18	82	100	0-33.9	4-33.9	12.3
17. Greek	10	90	100	0-34.9	3-34.9	18.9
18. History	100	.....	100	6-43.9	6-43.9	24.3
19. Latin	44	56	100	0-20.9	1-20.9	9.9
20. Law	14	86	100	0-10.9	3-10.9	6.7
21. Mathematics	87	13	100	0-35.9	2-35.9	9.5
22. Music	10	90	100	0-18.9	3-18.9	4.2
23. Philos-Eth-Logis	24	76	100	0-12.9	2-12.9	4.9
24. Physics	43	57	100	0-24.9	3-24.9	8.2
25. Physiology & Hygiene	43	57	100	0-11.9	1-11.9	4.7
26. Psychology	77	23	100	0-10.9	2-10.9	3.0
27. R. O. T. C.	4	96	100	0-3.9	2-3.9	3.0
28. Sociology & Economics	76	24	100	0-35.9	2-35.9	5.9
29. Spanish	29	71	100	0-21.9	6-21.9	12.6
30. Zoology	3	97	100	0-6.9	3-6.9	6.2
31. (Miscellaneous)	.....	100	100	.....	.....	.....

GRAPH XXXV

GRAPH SHOWING RANK PER SUBJECT IN ACADEMIC PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL HISTORY TEACHER IN NORTH CAROLINA WHO HOLDS A HIGH SCHOOL CLASS A CERTIFICATE ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED AT IN-STATE INSTITUTIONS OF HIGHER LEARNING



NOTE: Read bar graph as follows: The average academic preparation possessed by high school History teachers who have received High School Class A certificate issued (1925-1927) on the basis of credits received at in-State institutions of higher learning is as follows: 21.77 hours of History; 17.62 hours of English; 10.87 hours of French, etc.

TABLE XXXVI

TABLE SHOWING THE PROFESSIONAL PREPARATION POSSESSED BY 100 HIGH SCHOOL HISTORY TEACHERS HOLDING HIGH SCHOOL CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

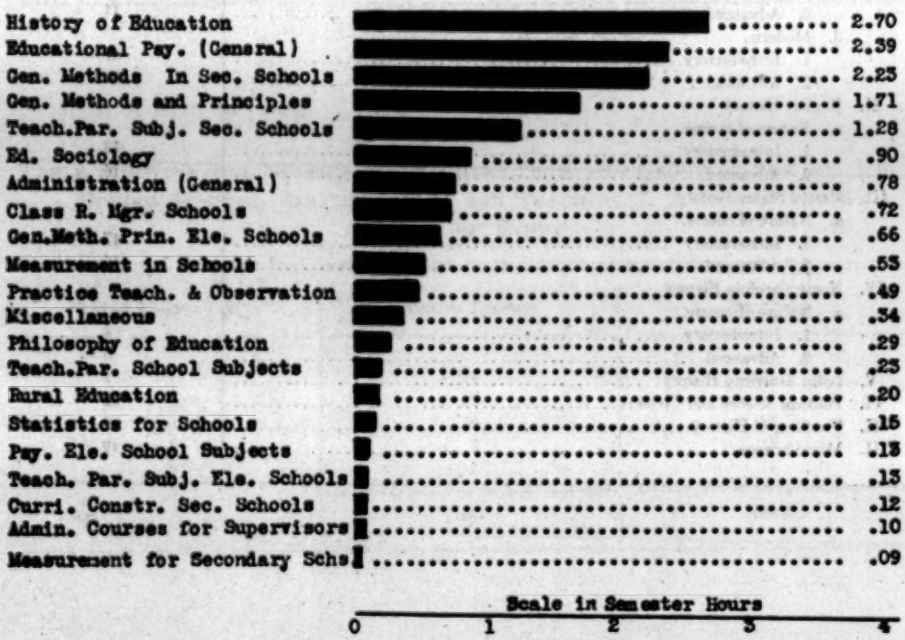
SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Administration						
a. General	19	81	100	0-6.9	2-6.9	4.3
b. Courses for prin	.....	100	100	.....	.....	.....
c. Courses for Supts	.....	100	100	.....	.....	.....
d. Courses for supervisors	4	96	100	0-4.9	2-4.9	2.7
e. Inclusive of b, c and d	.....	100	100	.....	.....	.....
f. Of ele. schools	.....	100	100	.....	.....	.....
g. Of sec. schools	.....	100	100	.....	.....	.....
h. Of higher institution	.....	100	100	.....	.....	.....
i. Surveys	.....	100	100	.....	.....	.....
2. Class Room Management						
a. For schools	24	76	100	0-3.9	3-3.9	3.0
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
3. Courses in Measurement						
a. For schools	19	81	100	0-6.9	2-6.9	2.9
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	3	97	100	0-3.9	3-3.9	3.5
4. Courses for Religious and Social Workers	.....	100	100	.....	.....	.....
5. Courses in Statistics						
a. For schools	5	95	100	0-3.9	3-3.9	3.5
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	.....	100	100	.....	.....	.....
6. Curriculum Construction						
a. For schools	.....	100	100	.....	.....	.....
b. For ele. schools	.....	100	100	.....	.....	.....
c. For sec. schools	3	97	100	0-6.9	3-6.9	3.8
7. Ed. Hygiene & Psy. Ed.	(See academic	credits).				
8 Educational Psychology						
a. General psy; child, character, habits, individual differences, adolescence, learning, and research courses	58	42	100	0-12.9	2-12.9	3.7
b. Psy. of atypical children	.....	100	100	.....	.....	.....
c. Of ele. school subjects	4	96	100	0-4.9	3-4.9	3.7
d. Of sec. school subjects	1	99	100	0-2.9	2-2.9	2.0
9. Educational Sociology	20	80	100	0-6.9	2-6.9	4.9
10. General Methods of Teaching and Principles of Education						
a. Gen. Methods & Prin	44	56	100	0-9.9	2-9.9	3.6
b. For ele. schools	21	79	100	0-8.9	2-8.9	3.5
c. For sec. schools	53	47	100	0-7.9	2-7.9	3.7
11. Guidance						
a. Ed. and Vo	.....	100	100	.....	.....	.....
b. Educational guidance	.....	100	100	.....	.....	.....
c. Vo. gui. & Vo. Ed.	.....	100	100	.....	.....	.....
d. Industrial	.....	100	100	.....	.....	.....
e. Commercial	.....	100	100	.....	.....	.....

TABLE XXXVI—*Continued*

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
12. History of Education.....	62	38	100	0-9.9	2-9.9	3.9
13. Legal Aspects; Ed.....	.....	100	100	.....	.....	.....
14. Philosophy of Ed.....	10	90	100	0-6.9	2-6.9	3.2
15. Practice Teach. Obs.....	12	88	100	0-6.9	3-6.9	4.3
16. Teach. Par. Subjects						
a. For schools.....	5	95	100	0-6.9	3-6.9	4.7
b. For ele. schools.....	2	98	100	0-8.9	5-8.9	6.9
c. For sec. schools.....	34	66	100	0-12.9	2-12.9	3.6
17. Rural Education.....	8	92	100	0-3.9	2-3.9	2.9
18. Miscellaneous.....	7	93	100	0-7.9	2-7.9	6.1

GRAPH XXXVII

GRAPH SHOWING RANK PER SUBJECT IN PROFESSIONAL PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL TEACHER OF HISTORY IN NORTH CAROLINA WHO HOLDS A HIGH SCHOOL CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average professional preparation possessed by a high school History teacher who received a High School Class A certificate (1925-1927) on the basis of training secured at in-State institutions of higher learning is as follows: 2.70 hours of History of Education; 2.39 hours of (General) Educational Psychology; 2.23 hours of General Methods of Teaching or Principles of Education for Secondary Schools, etc.

TABLE XXXVIII

TABLE SHOWING THE NUMBER OF HISTORY TEACHERS TAKING VARIOUS TYPES OF HISTORY COURSES. THESE DATA REFER TO 100 NORTH CAROLINA HIGH SCHOOL HISTORY TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED AT IN-STATE INSTITUTIONS OF HIGHER LEARNING. (1925-1927)

TYPE OF HISTORY COURSE	Number Teachers Having Courses in Each Type of History Course.
I. European History	
a. General	
1. Introductory	29
2. Advanced	..
b. Ancient	
1. Introductory	15
2. Advanced	11
c. Medieval	
1. Introductory	7
2. Advanced	11
d. Modern	
1. Introductory	61
2. Advanced	27
II. English History	
a. Nature of course.	
1. Introductory	13
2. Advanced	16
III. United States History	
a. Nature of course.	
1. Introductory	47
2. Advanced	45
IV. North Carolina History	
a. Nature of course.	
1. Introductory	4
2. Advanced	9
V. Latin American History	7
VI. Political Science and Civics	52
VII. Teaching of History	9
VIII. Miscellaneous	19

TABLE XXXIX

TABLE SHOWING ADDITIONAL HIGH SCHOOL SUBJECTS TAUGHT BY THE 100 HIGH SCHOOL HISTORY TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING. (1925-1927)

SUBJECT	TOTAL	RANK
1. Athletics	1	12
2. Bible	1	12
3. Biology	6	7
4. Domestic Science	11	5
5. English	24	3
6. French	6	7
7. General Science	26	2
8. Geography	3	9
9. History	100	1
10. Latin	11	5
11. Mathematics	19	4
12. Physical Geography	1	12
13. Reading	2	11
14. Spelling	3	9
15. Writing	1	12

TABLE XL

TABLE SHOWING THE NUMBER OF TEACHERS FROM THE GROUP OF THE 100 HIGH SCHOOL HISTORY TEACHERS WHO ARE TEACHING 1, 2, 3, 4, 5, AND 6 FIELDS OF STUDY

Number Subjects Taught	Number Teachers	Per Cent.
1	24	24
2	52	52
3	20	20
4	3	3
5	1	1
Total	100	100%

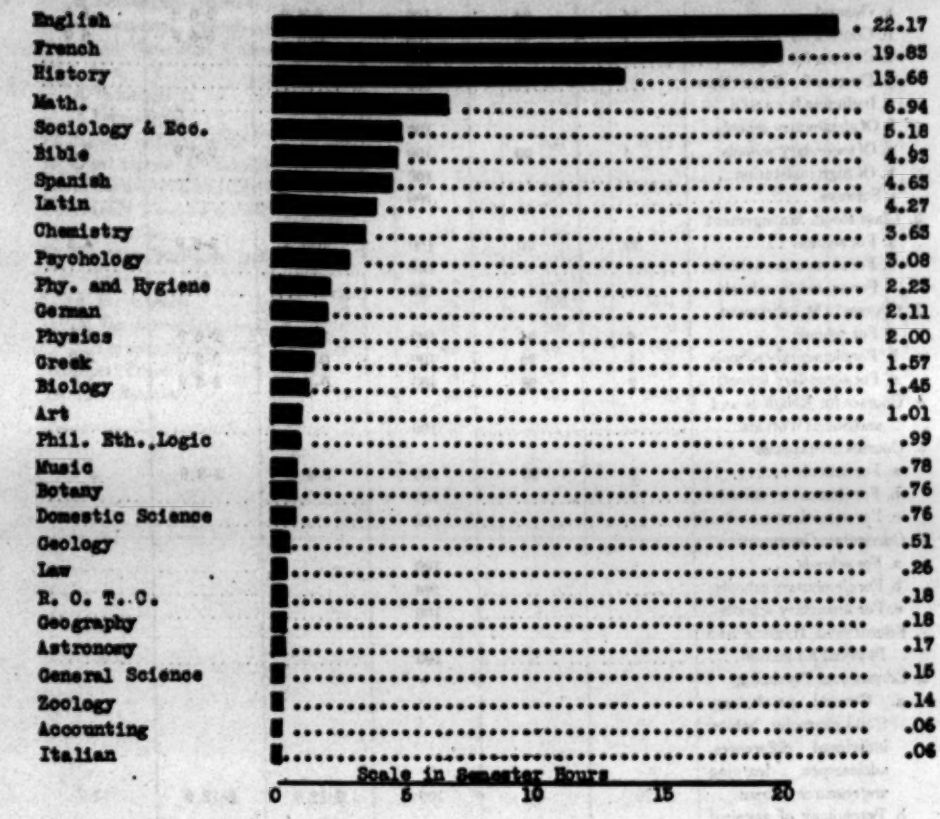
TABLE XLI

TABLE SHOWING THE ACADEMIC PREPARATION OF 100 HIGH SCHOOL FRENCH TEACHERS HOLDING HIGH SCHOOL CLASS A CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Accounting	1	99	100	0-6.9	6-6.9	6.5
2. Agriculture	.....	.....	100	.....	.....	.....
3. Art	22	78	100	0-18.9	1-18.9	4.3
4. Astronomy	5	95	100	0-6.9	2-6.9	3.5
5. Bible	56	44	100	0-30.9	2-30.9	6.9
6. Biology	79	21	100	0-18.9	3-18.9	6.8
7. Botany	11	89	100	0-8.9	6-8.9	6.9
8. Chemistry	44	56	100	0-24.9	3-24.9	8.4
9. Commerce	.....	.....	100	.....	.....	.....
10. Domestic Science	12	88	100	0-17.9	3-17.9	6.3
11. English	100	.....	100	0-47.9	12-47.9	20.4
12. French	100	.....	100	0-42.9	6-42.9	18.6
13. General Science	2	98	100	0-9.9	6-9.9	7.9
14. Geography	2	98	100	0-9.9	9-9.9	9.5
15. Geology	9	91	100	0-10.9	3-10.9	6.3
16. German	18	82	100	0-36.9	1-36.9	12.2
17. Greek	13	87	100	0-34.9	2-34.9	10.0
18. History	100	.....	100	0-47.9	2-47.9	12.4
19. Italian	1	99	100	0-6.9	6-6.9	6.0
20. Latin	41	59	100	0-24.9	3-24.9	7.0
21. Law	3	97	100	0-10.9	6-10.9	10.2
22. Mathematics	79	21	100	0-26.9	4-26.9	8.1
23. Music	16	84	100	0-12.9	2-12.9	3.9
24. Philos-Eth.-Logic	21	79	100	0-9.9	2-9.9	3.9
25. Physics	28	72	100	0-12.9	3-12.9	6.9
26. Physiology & Hygiene	49	51	100	0-6.9	2-6.9	4.6
27. Psychology	74	26	100	0-9.9	5-9.9	3.8
28. R. O. T. C.	1	99	100	0-18.9	18-18.9	18.0
29. Sociology & Economics	58	42	100	0-30.9	2-30.9	6.8
30. Spanish	32	68	100	0-30.9	6-30.9	12.8
31. Zoology	2	98	100	0-8.9	6-8.9	7.0
32. (Miscellaneous)	.....	.....	100	.....	.....	.....

GRAPH XLII

GRAPH SHOWING RANK PER SUBJECT IN ACADEMIC PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL FRENCH TEACHER IN NORTH CAROLINA WHO HOLDS A HIGH SCHOOL CLASS A CERTIFICATE ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED AT IN-STATE INSTITUTIONS OF HIGHER LEARNING



NOTE: Read bar graph as follows: The average academic preparation possessed by high school French teachers who have received High School Class A certificates issued (1925-1927) on the basis of credits received at in-State institutions of higher learning is as follows: 22.17 hours of English; 19.83 hours of French; 13.68 hours of History, etc.

TABLE XLIII

TABLE SHOWING THE PROFESSIONAL PREPARATION POSSESSED BY 100 HIGH SCHOOL FRENCH TEACHERS HOLDING HIGH SCHOOL CLASS "A" CERTIFICATES ISSUED (1925-1927) ON BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING

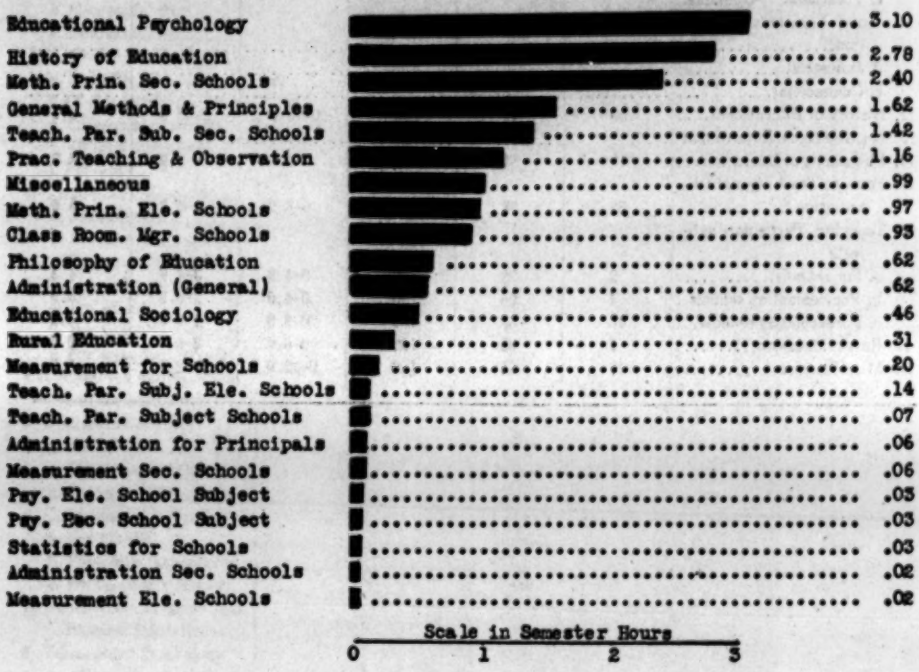
SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
1. Administration						
a. General	14	86	100	0-6.9	2-6.9	5.5
b. Courses for Prin.	1	99	100	0-6.9	6-6.9	6.0
c. Courses for Supt.			100			
d. Courses for Supervisors			100			
e. Including b, c and d.			100			
f. Of elementary schools			100			
g. Of secondary schools	1	99	100	0-2.9	2-2.9	2.0
h. Of high institution			100			
i. Surveys			100			
2. Class Room Management						
a. For schools	30	70	100	0-6.9	3-6.9	3.5
b. For elementary schools			100			
c. For secondary schools			100			
3. Courses in Measurement						
a. For schools	6	94	100	0-6.9	2-6.9	3.5
b. For elementary schools	1	99	100	0-2.9	2-2.9	2.0
c. For secondary schools	2	98	100	0-3.9	3-3.9	3.5
4. Courses for Religious and and Social Workers			100			
5. Courses in Statistics						
a. For schools	1	99	100	0-3.9	3-3.9	3.0
b. For elementary schools			100			
c. For secondary schools			100			
6. Curriculum Construction						
a. For schools			100			
b. For elementary schools			100			
c. For secondary schools			100			
7. Educational Hygiene and Physical Education			100			
8. Educational Psychology						
a. General psychology. Child character, habits, individual differences, adolescence, learning and research courses	70	30	100	0-12.9	2-12.9	3.7
b. Psychology of atypical children			100			
c. Of elementary school subjects	1	99	100	0-2.9	3-2.9	3.0
d. Of secondary school subjects	1	99	100	0-2.9	3-2.9	3.0
9. Educational Sociology	12	88	100	0-6.9	3-6.9	3.7
10. General Methods and Principles in Education						
a. General Method and Principle	40	60	100	0-12.9	2-12.9	3.9
b. For elementary schools	28	72	100	0-8.9	2-8.9	3.9
c. For secondary schools	53	47	100	0-7.9	2-7.9	4.3

TABLE XLIII—*Continued*

SUBJECT	Number Teachers Who Have Had Courses In Each Subject	Number Teachers Who Have Not Had Courses In Each Subject	Total Number Transcripts Studied	Total Range In Hours, For Entire Group Of 100 Teachers	Range In Hours, Per Subject For Teachers Who Have Had Courses In Each Subject	Median Number Of Semester Hours Of Work Taken By Those Teachers Who Have Had Courses In Subjects Listed
11. Guidance						
a. Educational and Vocational						
b. Educational Guidance						
c. Vocational Guidance and Vocational Education						
d. Industrial						
e. Commercial						
12. History of Educational	59	41	100	0-12.9	2-12.9	6.1
13. Legal Aspects; Educational						
14. Philosophy of Education	19	81	100	0-6.9	2-6.9	3.5
15. Practice Teaching and Observation	32	68	100	0-6.9	1-6.9	3.6
16. Teaching Particular subjects						
a. For schools	2	98	100	0-4.9	3-4.9	4.3
b. For elementary schools	4	96	100	0-6.9	2-6.9	3.9
c. For secondary schools	40	60	100	0-9.9	2-9.9	3.6
17. Rural Education	7	93	100	0-6.9	2-6.9	6.3
18 Miscellaneous	15	85	100	0-12.9	2-12.9	5.9

GRAPH XLIV

GRAPH SHOWING RANK PER SUBJECT IN PROFESSIONAL PREPARATION POSSESSED BY AVERAGE HIGH SCHOOL TEACHER OF FRENCH IN NORTH CAROLINA WHO HOLDS HIGH SCHOOL CLASS A CERTIFICATE



NOTE: Read bar graph as follows: The average professional preparation possessed by a high school French teacher who has received a High School Class A certificate through training at an in-State institution of higher learning (1925-1927) is as follows: 3.10 hours of General Educational Psychology; 2.78 hours of History of Education; and 2.40 hours of General Methods of Teaching and Principles of Education, etc.

TABLE XLV

TABLE SHOWING THE NUMBER OF FRENCH TEACHERS TAKING VARIOUS TYPES OF FRENCH COURSES. THESE DATA REFER TO 100 NORTH CAROLINA HIGH SCHOOL FRENCH TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED AT IN-STATE INSTITUTIONS OF HIGHER LEARNING. (1925-1927)

TYPE OF FRENCH COURSE	Number Teachers Having Courses in Each Type of French Course
A. Composition and Conversation	
1. Introductory.	
a. Beginning course (1st year)	100
b. Intermediate course (2nd year)	44
c. Advanced general course (3rd year)	7
2. Advanced Courses.	
a. Course in composition	33
b. Course in conversation	19
c. Phonetics	11
3. Specialized Courses.	
a. Commercial French	..
b. Scientific and Industrial French	..
B. Literature.	
1. French Literature.	
a. Introduction to French Literature	9
b. Survey	21
2. Period Courses.	
a. Literature in the Middle Ages	..
(1) Prior to 1300	..
(2) During 14th and 15th Centuries	..
b. Literature in the 16th Century—the Renaissance.	
c. Literature in the 17th Century	10
(1) Classic Literature and Drama	..
(2) Moliere	6
d. Literature in the 18th Century	7
e. Literature in the 19th Century	2
(1) Until 1850—Romanticism	8
(2) After 1850	..
(3) French Drama since 1850	..
(4) French Realism and Naturalism	
(5) Nineteenth Century Prose	4
(6) Nineteenth Century Lyric Poetry	..
(7) Plays of Victor Hugo	3
(8) Poems of Victor Hugo	..
f. Contemporary Literature	7
3. Types.	
a. Lyric Poetry	5
b. Drama	1
c. Prose	9
d. Novel	1
e. Short Story	1
4. The French Language.	
a. History of the French Language	4
b. Old French	5
c. Provencal	..
d. Celtic Middle Irish	..
C. French Culture.	
1. Choses Francaises	3
2. French Civilization	..
D. Teaching of French.	
1. Teaching of modern languages	2
2. General methods of teaching French	15
3. Teaching French in secondary schools	..
E. Miscellaneous Courses	13

TABLE XLVI

TABLE SHOWING ADDITIONAL HIGH SCHOOL SUBJECTS TAUGHT BY THE 100 HIGH SCHOOL FRENCH TEACHERS WHO WERE ISSUED HIGH SCHOOL CLASS A CERTIFICATES ON THE BASIS OF CREDITS RECEIVED FROM IN-STATE INSTITUTIONS OF HIGHER LEARNING. (1925-1927)

SUBJECT	TOTAL	RANK
1. Biology	2	9
2. English	48	2
3. French	100	1
4. General Science	13	6
5. Geography	1	11
6. History	26	3
7. Latin	17	4
8. Mathematics	15	5
9. Physics	2	9
10. Spanish	4	8
11. Spelling	5	5
12. Miscellaneous	1	11

TABLE XLVII

TABLE SHOWING THE NUMBER OF TEACHERS FROM THE GROUP OF THE 100 HIGH SCHOOL HISTORY TEACHERS WHO ARE TEACHING 1, 2, 3, 4, 5, AND 6 FIELDS OF STUDY

Number Subjects Taught	Number Teacners	Per Cent.
1	6	6
2	69	69
3	16	16
4	5	5
5	1	1
6	3	3
Total	100	100%

STATE SCHOOL FACTS

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Application for entry as second-class matter pending.

THE TEACHING FORCE

Comparative Training of City and Rural Teachers, 1923-1924

WHITE TEACHERS

Certificates	Rural		City		State	
	Number	Per Cent	Number	Per Cent	Total Number	Total Per Cent
Non-standard	2,229	17.96	52	1.31	2,281	13.90
Elementary	5,932	47.79	452	11.35	6,384	38.94
Primary, Grammar-grade, High School "C", and all above	4,254	34.25	3,478	87.34	7,732	47.16
Totals	12,415	100.00	3,982	100.00	16,397	100.00

COLORED TEACHERS

Certificates	Rural		City		State	
	Number	Per Cent	Number	Per Cent	Total Number	Total Per Cent
Non-standard	2,226	57.14	132	11.57	2,358	46.81
Elementary	1,291	33.14	467	40.93	1,758	34.90
Primary, Grammar-grade, High School "C", and all above	379	9.72	542	47.50	921	18.29
Totals	3,896	100.00	1,141	100.00	5,037	100.00

"Rural" includes all teachers in schools controlled by County Boards of Education.
"City" includes all teachers in schools operated under special charters.
"Non-standard" means training below high school graduation.
"Elementary" means high school graduation or one year of college training.
"C class certificates and above" means two or more years of college training.

TEACHING POSITIONS—WHITE:

Rural	*City*	*Total*
12,415	3,982	16,397

Rural schools employ three times as many white teachers as the city schools, but—

They have 43 times as many teachers who are not high school graduates (2,229 as against 52), and

They have 13 times as many who have training not above one year in college (5,933 as against 452), and

They have only 1.2 times as many who have had as much as two years of college training (4,254 as against 3,478).

In other words, for every non-standard teacher who teaches city children there are 43 teaching rural children.

For every teacher having training not above one year in college, who goes into the city schools, there are over 13 who go into rural schools.

But for every teacher having as much as two years of college training employed in cities there are but 1.2 teachers found instructing country children.

TEACHING POSITIONS—COLORED:

Rural	*City*	*Total*
3,896	1,141	5,037

Rural negro schools employ three times as many teachers as the city schools, but they have 16 times as many teachers who are not high school graduates (2,226 as against 137); they have three times as many who have training not above one year of college (1,292 as against 467), and they have only two-thirds as many who have as much as two years of college training (379 as against 542).

Scholarship of White Rural Teachers

Durham held first place.

Cherokee held last place.

Durham, Scotland, Union, Davidson, Ashe and Cherokee did not change rank, yet each of these counties made some improvement in scholarship of teachers.

The index for the average of all city teachers (685.6) is greater than the highest of the rural teachers (656.3).

There is an increase of 10.4 points in the average of all rural teachers in the State.

There is an increase of 13.8 points in the average of all city teachers in the State.

The average of all city teachers is 210.7 points, or two years of training, better than the average of all rural teachers.

Currituck County made a remarkable jump from *twenty-seventh* place in 1922-23 to *second* place in 1923-24, or a gain of 121.1 points in one year.

Bladen County also made a good showing in this respect, gaining 52.1 points.

Martin County made a good record, but in 1923-24 the entire county was counted rural, while for the previous year Williamston and Robersonville were omitted, being operated under special charters.

Other counties that have made noticeable gains are Dare, Graham, Stokes, Hertford and Hyde.

Only four counties begin with a 6.

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The index for the State as a whole, both rural and city, is 533.6.

There are eighteen of the rural counties better than this average of 533.6.

The average for each quartile is as follows: First, 558.6; second, 492.3; third, 455.2; fourth, 419.4.

How does *your* county rank?

Comparison Scholarship Rural White Teachers

County	1923–1924		1922–1923	
	Rank	Index	Rank	Index
Durham	1	656.3	1	646.0
Currituck	2	612.1	27	491.0
Pamlico	3	606.4	7	548.0
Wilson	4	605.0	2	600.5
Gaston	5	593.8	9	539.9
Mecklenburg	6	591.0	11	536.5
Warren	7	582.5	3	559.4
Scotland	8	568.0	8	544.3
Hoke	9	558.0	4	553.5
Edgecombe	10	556.7	5	550.5
Guilford	11	550.7	17	522.8
Pitt	12	549.2	15	525.8
Vance	13	545.2	19	510.4
Granville	14	544.1	13	529.2
Nash	15	543.1	6	—550.2
Halifax	16	542.3	14	528.5
Northampton	17	541.3	18	519.4
New Hanover	18	533.9	10	—536.8
Alamance	19	532.4	16	523.5
Hertford	20	531.8	28	487.7
Pasquotank	21	530.1	22	497.4
Orange	22	529.8	29	485.7
Buncombe	23	526.5	20	507.4
Wake	24	519.9	12	—533.1
Bladen	25	514.6	47	462.5
Montgomery	26	512.5	36	474.4
Hyde	27	507.7	46	462.6
Gates	28	504.8	32	482.1
Polk	29	503.0	37	472.1
Franklin	30	501.1	35	476.9
Martin	31	500.8	79	433.3
Avery	32	499.9	26	491.6
Anson	33	499.1	31	484.1
Union	34	498.7	34	480.0
Cumberland	35	498.3	30	484.6
Robeson	36	493.2	23	—495.9
Transylvania	36	493.2	38	471.4
Catawba	38	492.2	55	452.5
Chowan	39	491.8	24	—495.0
Richmond	40	490.3	21	—502.7
Jackson	41	490.0	40	469.4
Bertie	42	487.4	33	481.2
Greene	43	486.4	48	460.3
Camden	44	485.8	62	446.7
Washington	45	482.9	25	—492.8
Rockingham	46	481.2	45	462.7
Stanly	47	478.6	39	471.0
Wayne	48	477.0	44	463.2
Davidson	49	476.5	49	458.6
Forsyth	50	475.8	42	467.5
Pender	51	475.4	56	451.0
Tyrrell	52	474.7	41	468.4
Rutherford	53	474.5	43	464.1
Dare	54	472.5	81	423.1
Columbus	55	472.4	52	456.0
Iredell	56	471.4	76	427.8
Lincoln	57	471.0	63	446.2
Lenoir	58	470.0	61	446.9
Chatham	59	469.5	64	445.0
Person	60	468.0	58	450.2
Rowan	61	467.9	71	435.5
Sampson	62	466.3	57	450.5
Jones	63	465.4	65	439.4
Johnston	64	465.0	50	457.5
McDowell	65	464.5	73	431.9
Swain	66	462.8	74	428.6
Moore	67	461.6	59	450.1
Henderson	68	461.1	54	454.9
Carteret	69	460.4	60	449.4
Perquimans	70	460.1	66	438.4
Alexander	71	457.6	70	436.8
Cabarrus	72	457.0	68	437.8
Graham	73	455.1	83	420.6
Cleveland	74	454.2	72	432.8
Craven	75	451.7	51	—457.3
Onslow	76	450.4	53	—455.1
Duplin	77	446.0	84	417.6
Harnett	78	445.3	67	438.1
Caswell	79	440.8	82	421.3
Davie	80	438.8	69	437.3

Scholarship of Teachers, 1923-1924

These tables show the number and per cent of the various classes of certificates, with experience rating, held by rural and city teachers, white and colored, employed during this school year, as reported in the budgets submitted in November, 1923.

2. RURAL TEACHERS.

Certificates	White							Colored							Total Number	Total Per Cent
	Experience Rating (Years)					Number	Per Cent	Experience Rating (Years)					Number	Per Cent		
	0	1	2	3	4			0	1	2	3	4				
Third County													16	.41	16	.10
Second County						536	4.32						1,017	26.10	1,553	9.52
Provisional B						431	3.47						299	7.67	730	4.48
Provisional A						614	4.95						359	9.21	973	5.97
Temporary						648	5.22						535	13.73	1,183	7.25
Provisional Elementary	140	19	11	11	168	349	2.81	28	7	8	1	46	90	2.31	439	2.69
Elementary B	799	575	659	444	2,081	4,558	36.72	153	90	129	73	651	1,096	28.13	5,654	34.67
Elementary A	249	189	160	157	270	1,025	8.26	9	4	13	9	70	105	2.70	1,130	6.93
Provisional Primary and Grammar Grade	8	2	5	6	27	48	.39	3			1	3	7	.18	55	.34
Primary, Grammar Grade C	86	107	237	288	636	1,354	10.91	3	24	53	83	65	228	5.86	1,582	9.70

THE TEACHING FORCE

Comparative Training of City and Rural Teachers, 1923-1924

WHITE TEACHERS

Certificates	Rural		City		State	
	Number	Per Cent	Number	Per Cent	Total Number	Total Per Cent
Non-standard	2,229	17.96	52	1.31	2,281	13.90
Elementary	5,932	47.79	452	11.35	6,384	38.94
Primary, Grammar-grade, High School "C", and all above	4,254	34.25	3,478	87.34	7,732	47.16
Totals	12,415	100.00	3,982	100.00	16,397	100.00

COLORED TEACHERS

Certificates	Rural		City		State	
	Number	Per Cent	Number	Per Cent	Total Number	Total Per Cent
Non-standard	2,226	57.14	132	11.57	2,358	46.81
Elementary	1,291	33.14	467	40.93	1,758	34.90
Primary, Grammar-grade, High School "C", and all above	379	9.72	542	47.50	921	18.29
Totals	3,896	100.00	1,141	100.00	5,037	100.00

"Rural" includes all teachers in schools controlled by County Boards of Education.
"City" includes all teachers in schools operated under special charters.
"Non-standard" means training below high school graduation.
"Elementary" means high school graduation or one year of college training.
"C class certificates and above" means two or more years of college training.

TEACHING POSITIONS—WHITE:

Rural	*City*	*Total*
12,415	3,982	16,397

Rural schools employ three times as many white teachers as the city schools, but—

They have 43 times as many teachers who are not high school graduates (2,229 as against 52), and

They have 13 times as many who have training not above one year in college (5,933 as against 452), and

They have only 1.2 times as many who have had as much as two years of college training (4,254 as against 3,478).

there are 43 teaching rural children.

For every teacher having training not above one year in college, who goes into the city schools, there are over 13 who go into rural schools.

But for every teacher having as much as two years of college training employed in cities there are but 1.2 teachers found instructing country children.

TEACHING POSITIONS—COLORED:

Rural	*City*	*Total*
3,896	1,141	5,037

Rural negro schools employ three times as many teachers as the city schools, but they have 16 times as many teachers who are not high school graduates (2,226 as against 137); they have three times as many who have training not above one year of college (1,292 as against 467), and they have only two-thirds as many who have as much as two years of college training (379 as against 542).

Scholarship of White Rural Teachers

Durham held first place.

Cherokee held last place.

Durham, Scotland, Union, Davidson, Ashe and Cherokee did not change rank, yet each of these counties made some improvement in scholarship of teachers.

The index for the average of all city teachers (685.6) is greater than the highest of the rural teachers (656.3).

There is an increase of 10.4 points in the average of all rural teachers in the State.

There is an increase of 13.8 points in the average of all city teachers in the State.

The average of all city teachers is 210.7 points, or two years of training, better than the average of all rural teachers.

Currituck County made a remarkable jump from *twenty-seventh* place in 1922-23 to *second* place in 1923-24, or a gain of 121.1 points in one year.

Bladen County also made a good showing in this respect, gaining 52.1 points.

Martin County made a good record, but in 1923-24 the entire county was counted rural, while for the previous year Williamston and Robersonville were omitted, being operated under special charters.

Other counties that have made noticeable gains are Dare, Graham, Stokes, Hertford and Hyde.

Only four counties begin with a 6.

Six counties begin with a 3 in 1923-24, while *nine* began with a 3 in 1922-23.

Ninety counties show an increase in average scholarship of teachers. Ten counties show a decrease.

The average of the first ten counties is 592.9, or 195.3 greater than the average of the last ten, 397.6.

Robeson and Transylvania have the same quality of teachers, an average of nearly one year of college training.

Alleghany has the same quality of teachers as Lee, an average of nearly three months college training.

The index for the State as a whole, both rural and city, is 533.6.

There are eighteen of the rural counties better than this average of 533.6.

The average for each quartile is as follows: First, 558.6; second, 492.3; third, 455.2; fourth, 419.4.

How does *your* county rank?

County	1923–1924 Rank	1923–1924 Index	1922–1923 Rank	1922–1923 Index
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Mecklenburg	6	591.0	11	536.5
Warren	7	582.5	3	559.4
Scotland	8	568.0	8	544.3
Hoke	9	558.0	4	553.5
Edgecombe	10	556.7	5	550.5
Guilford	11	550.7	17	522.8
Pitt	12	549.2	15	525.8
Vance	13	545.2	19	510.4
Granville	14	544.1	13	529.2
Nash	15	543.1	6	—550.2
Halifax	16	542.3	14	528.5
Northampton	17	541.3	18	519.4
New Hanover	18	533.9	10	—536.8
Alamance	19	532.4	16	523.5
Hertford	20	531.8	28	487.7
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Buncombe	23	526.5	20	507.4
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Montgomery	26	512.5	36	474.4
Hyde	27	507.7	46	462.6
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Polk	29	503.0	37	472.1
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Catawba	38	492.2	55	452.5
Chowan	39	491.8	24	—495.0
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Jackson	41	490.0	40	469.4
Bertie	42	487.4	33	481.2
Greene	43	486.4	48	460.3
Camden	44	485.8	62	446.7
Washington	45	482.9	25	—492.8
Rockingham	46	481.2	45	462.7
Stanly	47	478.6	39	471.0
Wayne	48	477.0	44	463.2
Davidson	49	476.5	49	458.6
Forsyth	50	475.8	42	467.5
Pender	51	475.4	56	451.0
Tyrrell	52	474.7	41	468.4
Rutherford	53	474.5	43	464.1
Dare	54	472.5	81	423.1
Columbus	55	472.4	52	456.0
Iredell	56	471.4	76	427.8
Lincoln	57	471.0	63	446.2
Lenoir	58	470.0	61	446.9
Chatham	59	469.5	64	445.0
Person	60	468.0	58	450.2
Rowan	61	467.9	71	435.5
Sampson	62	466.3	57	450.5
Jones	63	465.4	65	439.4
Johnston	64	465.0	50	457.5
McDowell	65	464.5	73	431.9
Swain	66	462.8	74	428.6
Moore	67	461.6	59	450.1
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Onslow	76	450.4	53	—455.1
Duplin	77	446.0	84	417.6
Harnett	78	445.3	67	438.1
Caswell	79	440.8	82	421.3
Davie	80	438.8	69	437.3
Yadkin	81	435.6	86	415.4
Stokes	82	434.3	93	386.5
Alleghany	83	434.1	75	427.9
Lee	83	434.1	77	425.7
Yancey	85	430.1	79	423.3
Beaufort	86	427.6	88	410.5
Wilkes	87	425.2	85	416.4
Burke	88	424.0	89	406.1
Caldwell	89	423.4	86	415.4
Ashe	90	419.4	90	405.5
Haywood	91	416.2	92	393.7
Watauga	92	411.9	91	398.7
Clay	93	410.8	78	—425.3
Madison	94	400.4	95	381.4
Mitchell	95	398.8	96	380.9
Randolph	96	395.7	98	378.0
Macon	97	393.8	94	386.4
Brunswick	98	389.2	99	373.3
Surry	99	388.5	97	378.6
Cherokee	100	370.7	100	362.2
STATE: Rural		474.9		464.5
City		685.6		671.8

KEY—Indices interpreted as follows:

Indices beginning with—

3 mean a county average of 3 years in high school.

4 mean a county average of 4 years in high school.

5 mean a county average of 1 year in college.

6 mean a county average of 2 years in college.

7 mean a county average of 3 years in college.

8 mean a county average of 4 years in college, which would be the perfect score of 800.

A minus sign indicates a decrease.

Scholarship of Teachers, 1923-1924

These tables show the number and per cent of the various classes of certificates, with experience rating, held by rural and city teachers, white and colored, employed during this school year, as reported in the budgets submitted in November, 1923.

2. RURAL TEACHERS.

Certificates	White: Experience Rating (Years) 0	1	2	3	4	White: Number	White: Per Cent	Colored: Experience Rating (Years) 0	1	2	3	4	Colored: Number	Colored: Per Cent	Total Number	Total Per Cent
Third County													16	.41	16	.10
Second County						536	4.32						1,017	26.10	1,553	9.52
Provisional B						431	3.47						299	7.67	730	4.48
Provisional A						614	4.95						359	9.21	973	5.97
Temporary						648	5.22						535	13.73	1,183	7.25
Provisional Elementary	140	19	11	11	168	349	2.81	28	7	8	1	46	90	2.31	439	2.69
Elementary B	799	575	659	444	2,081	4,558	36.72	153	90	129	73	651	1,096	28.13	5,654	34.67
Elementary A	249	189	160	157	270	1,025	8.26	9	4	13	9	70	105	2.70	1,130	6.93
Provisional Primary and Grammar Grade	8	2	5	6	27	48	.39	3			1	3	7	.18	55	.34
Primary, Grammar Grade C	86	107	237	288	636	1,354	10.91	3	24	53	83	65	228	5.86	1,582	9.70
Primary, Grammar Grade B	147	121	89	53	186	596	4.80	20	2	3	5	5	35	.90	631	3.87
Primary, Grammar Grade A	22	12	10	9	91	144	1.16					1	1	.03	145	.89
High School C	127	93	72	45	154	491	3.95	10	5	3	3	14	35	.90	526	3.22
High School B	143	78	43	24	89	377	3.03	6	3	1	1	11	22	.56	399	2.44
High School A	206	112	77	49	158	602	4.85	5		2		9	16	.41	618	3.79
High School Principal						424	3.41						16	.41	440	2.69
Supervisor						3	.02						3	.08	6	.04
Superintendent*						82	.66								82	.50
Special Vocational						133	1.07						16	.41	149	.91
Totals	1,927	1,308	1,363	1,086	3,860	12,415	100.00	237	135	212	176	875	3,896	100.00	16,311	100.00
Standard						10,186	82.04						1,670	42.86	11,856	72.68
Non-standard						2,229	17.96						2,226	57.14	4,455	27.32

3. CITY TEACHERS.

Certificates	White: Experience Rating (Years) 0	1	2	3	4	White: Number	White: Per Cent	Colored: Experience Rating (Years) 0	1	2	3	4	Colored: Number	Colored: Per Cent	Total Number	Total Per Cent
Third County													2	.18	2	.04
Second County						41	1.03						54	4.73	95	1.85
Provisional B						3	.08						14	1.22	17	.33
Provisional A						5	.13						21	1.84	26	.51
Temporary						3	.08						41	3.59	44	.86
Provisional Elementary	1	1	1		3	6	.15	3	1	1	1	6	12	1.05	18	.35
Elementary B	18	17	31	16	152	234	5.88	48	39	54	39	211	391	34.27	625	12.20
Elementary A	26	27	30	30	99	212	5.32	6	2	6	13	37	64	5.61	276	5.39
Provisional Primary and Grammar Grade	3	1		3	8	15	.38	5			1	2	8	.70	23	.45
Primary, Grammar Grade C	24	25	57	100	526	732	18.38	6	12	29	60	171	278	24.36	1,010	19.71
Primary, Grammar Grade B	62	70	58	56	277	523	13.13	12	5	7	14	18	56	4.92	579	11.30
Primary, Grammar Grade A	52	41	57	34	420	604	15.17				1	15	16	1.41	620	12.10
High School C	16	19	24	22	121	202	5.07	14	11	5	3	25	58	5.08	260	5.08
High School B	66	55	25	18	88	252	6.33	17	9	5	4	11	46	4.03	298	5.82
High School A	135	110	99	104	348	796	19.99	7	4	1		23	35	3.07	831	16.22
High School Principal						178	4.47						36	3.15	214	4.18
Supervisor						29	.73						1	.09	30	.59
Superintendent*						55	1.38						1	.09	56	1.09
Special Vocational						92	2.30						7	.61	99	1.93
Totals	403	366	382	383	2,042	3,982	100.00	118	83	108	136	519	1,141	100.00	5,123	100.00
Standard						3,930	98.69						1,009	88.43	4,939	96.41
Non-standard						52	1.31						132	11.57	184	3.59

*Does not include the superintendents in systems of more than twenty teachers.

10/4/28

NC-253

CURRENT REPORTS ON ACTIVITY PROGRAMS, PROJECTS, RESEARCH STUDIES, ETC., IN NORTH CAROLINA.

(For the Scholastic Year 1927-'28)

M. C. S. Noble, Jr., Director,
The Division of Information and
Statistics. State Department
of Public Instruction.
Raleigh, North Carolina.
August 28, 1928.

Current Reports on Activity Programs, Research Studies, etc., in North Carolina.

Foreword.

In May 1923 the Division of Information and Statistics of the State Department of Public Instruction, sent form letters and report blanks to all City Superintendents, County Superintendents, and Rural School Supervisors in North Carolina requesting that they send to this office reports as to the outstanding educational projects, activity programs, research studies, etc., carried on in the schools under their direction during the scholastic year 1927-1928. The in-State institutions of higher learning were also requested to send this office reports as to current research studies in education which were conducted by their students or faculty members during the same scholastic year.

This Report shows the information which was received from the various sources mentioned. The statements of titles, aims, and results are presented in the exact words supplied by the various localities or institutions.

It is the intent of the Division of Information and Statistics to compile a similar report annually. If your institution or schools are not represented in these pages it is because this office failed to receive a reply to its inquiry. It is sincerely hoped that the list of studies reported will increase from year to year and that ultimately every section of the State and every institution will be represented in these annual reports.

These reports will be compiled annually in order that the whole State may learn of the outstanding educational studies being conducted in individual localities or in individual institutions. Teachers, principals, supervisors, superintendents, and college professors who happen to become interested in some particular problem, with the aid of these annual reports, may write directly to the person who has conducted studies along the particular line in which they themselves happen to be interested. It is also hoped that these reports will stimulate an increased interest in research bearing upon North Carolina's educational status and problems.

In conclusion, the Division of Information and Statistics wishes to express the regret that all sections of the State are not represented in this first annual report. The Division is most anxious to hear from every section of the State during the school year 1928-1929.

M. C. S. Noble, Jr., Director,
The Division of Information & Statistics.
State Department of Public Instruction
Raleigh, N. C.

CURRENT REPORTS ON ACTIVITY PROGRAMS, PROJECTS, RESEARCH STUDIES, ETC., IN NORTH CAROLINA.

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E.	Reports from Institutions of Higher Learning (Negro) ...	21

(Note) A * following title indicates that study is completed.

Current Reports on Activity Programs, Projects, Research Studies, etc., in North Carolina.

A.

Reports from Special Charter Districts.

Dunn.

1. Professional Study.*
   By: J. Shepard Bryan, City Superintendent.
   Aim: To keep teachers abreast of educational projects.
   Schools Involved: Dunn High School, Dunn Elementary Schools and Harnett County Training School.
   Results: Teachers have become more experimental; more open to conviction and more progressive in work.

2. Tests and Measurements as a Basis of Reclassification.*
   By: J. Shepard Bryan, City Superintendent, and Mrs. M. R. Hester, Principal, Dunn Elementary School.
   Aim: To reclassify pupils on the basis of tests and results.
   Schools Involved: Dunn Elementary Schools.
   Results: Pupils found to be overated and underated in many instances. Subjects taught by home room teachers rated highest in test results.

3. Status of Seventh Grade in Dunn.*
   By: B. E. Lohr, Principal, Dunn High School.
   Aim: To discover the weak and strong points in seventh grade program.
   Schools Involved: Dunn High School.
   Results: Students found to be weak on Science, good in History, Literature, and Spelling. Great range of scores made per subject.

Goldsboro.

1. The Contract Method of Teaching Latin in the Eighth Year.
   By: Mary Dean Bailey, Latin Teacher, the Goldsboro High School.
   Aim: Through individual instruction to allow for individual advancement.
   Schools Involved: Goldsboro High School.
   Results: Very encouraging - pupils take more interest in work.

2. Contract Method of Teaching Algebra in the Eighth and Ninth Years.
   By: Nellie Cobb and Mrs. W. P. Middleton, Mathematics Teachers in the Goldsboro High School.
   Aim: Through individual instruction to allow for individual advancement.
   Schools Involved: Goldsboro High School.
   Results: Excellent. Pupils progressing at rate proportionate to their abilities. Increased interest.

Hamlet.

1. Pupil Survey.
   By: All teachers in Hamlet Public Schools.
   Aim: To know children and their homes.
   Schools Involved: The Hamlet Public Schools.
   Results: (No description of results furnished.)

Hendersonville.

1. Curriculum Revision Based on Knowledge, Habits, Attitudes, and Ideals Desirous for Citizenship.
   By: H. C. Mardis, Principal, Hendersonville High School.
   Aim: Different teacher attitudes toward all curriculum contacts.
   Schools Involved: Hendersonville High School.
   Results: Careful evaluations by teachers of materials and methods.

2. Vocational Guidance.
   By: Edwin Yoder, Vocational Counselor.
   Aim: Instruction, counsel and record of vocational choice and preparation.
   Schools Involved: Hendersonville High School.
   Results: Record system established. Classes offered, curriculum revised. Boys after study have tentative life career motives.

Raleigh.

1. Comparative Study of the Time Distribution of Urban and Rural Principals.*
   By: Mildred English, Assistant Superintendent of City Schools, Raleigh, N. C.
   Aim: To find how time of principals is used.
   Schools Involved: Raleigh Public Schools and Wake County Public Schools.
   Results: Principals are not devoting enough time to supervision. Increased interest and effort on part of principals in supervising their schools.

2. A Method of Curriculum Reorganization.*
   By: Nan Lacy, Third Grade Teacher, Raleigh Public Schools.
   Aim: To show how curriculum may be organized around larger units.
   Schools Involved: Raleigh Public Elementary Schools.
   Results: The organization plan is stimulus to further curriculum reorganization.

Raleigh-Continued.

3. Suggested List of Activities, Grades 1 -- 6.*
   By: Bess Stinson, First Grade Teacher; Elizabeth Walker, Second Grade Teacher; Meta Goodwin, Third Grade Teacher; Stella Howell, Fourth Grade Teacher; Malona Jordan, Fifth Grade Teacher; and Louise Duncan and Mrs. C. S. Andrews, Sixth Grade Teachers, Raleigh Public Schools.
   Aim: To compile bibliographies on activities and criteria for judging activities.
   Schools Involved: Raleigh Public Schools.
   Results: Increased interest in teaching by large units or activities.

4. Curriculum Bulletin No. 2. Aims in Educational Progress in Raleigh Elementary Schools.*
   By: Teachers in the elementary and high schools of Raleigh.
   Aim: To set forth aims in educational progress or systems.
   Schools Involved: Raleigh Public Schools.
   Results: Shows ways in which professional spirit and training of teachers may be improved.

5. Teaching in First Grade.*
   By: Elementary teachers in the Raleigh Public Schools.
   Aim: To show development of activity program.
   Schools Involved: Raleigh Elementary Schools.
   Results: Shows units around which work of first grade may be organized. Method of developing work.

6. Teaching in Grades Two and Three.*
   By: Elementary teachers in the Raleigh Elementary Schools.
   Aim: To show organization of activity programs.
   Schools Involved: Raleigh Elementary Schools.
   Results: Shows plan of organization of units around which courses may be organized.

7. Teaching in Grades Four, Five and Six.*
   By: Elementary teachers in the Raleigh Public Schools.
   Aim: To show organization of activities and curriculum.
   Schools Involved: Raleigh Elementary Schools.
   Results: Shows plan of organization and units around which courses may be organized.

Salisbury.

1. A Circus.
   By: Grace Lowder, First Grade Teacher, Salisbury City Schools.*
   Aim: To plan a complete activity; to develop a love and understanding of animal life; to teach respect and care for animals and pets; to teach the tool subjects through interest of children.

Salisbury-continued.

Schools Involved: The Frank B. John Elementary School.
Results: Much worth while reading, writing, spelling and arithmetic. Increased love and respect for animals. Much social development for group.

2. Woods of Salisbury.*
By: Annie Sherwood, Fourth Grade Teacher,
Aim: To interest the people of Salisbury in getting playground, hospital, now public library, community theatre, etc.
Schools Involved: The Frank B. John Elementary School.
Results: (No description of results furnished).

Reports from County School Systems.

Buncombe.

1. Playing Home at School.*
   By: Mary Blackstock, Testing Supervisor, Lillian Mitchell, Sixth Grade Teacher, Elizabeth C. Morriss, Elementary Supervisor.
   Aim: To supply simple healthful programs for the home.
   Schools Involved: Buncombe County Elementary Schools.
   Results: Improved home and school habits. Better understanding and cooperation between home and school.

2. Playing Home at School.*
   By: Mary Blackstock, Testing Supervisor, Mrs. John Gentry, First Grade Teacher.
   Aim: To supply needed healthful program for the home.
   Schools Involved: Sandhill Elementary School.
   Results: Improved home and school habits. Better understanding and cooperation between home and school.

3. The Healthy Home.*
   By: Mary Blackstock, Testing Supervisor, Kathleen Stubblefield, First Grade Teacher.
   Aim: To improve health habits of children.
   Schools Involved: Biltmore Elementary School.
   Results: Understanding of necessity of cooperation of all members of family to secure happy healthy home.

4. Developing Mt. Celo Colony.*
   By: Mary Blackstock, Testing Supervisor.
   Aim: To study Geography through essential activities of man.
   Schools Involved: Haw Creek Elementary School.
   Results: Pupils have better knowledge of what Geography really is; know how to get information; how to organize and use this information.

Carteret.

1. Standards of Attainment and Types of Activities in History for the Seventh Grade.*
   By: Margaret Gustin, Rural School Supervisor.
   Aim: To set up definite standards of attainment in History for the Seventh Grade based on the North Carolina State Course of Study and adopted text.
   Schools Involved: Carteret County Schools.
   Results: Definite standards of attainment set up.

Craven.

1. Standards of Attainment for Seventh Grade and Types of Activities of Arithmetic for the Seventh Grade.*
   By: Margaret Hayes, Rural School Supervisor.
   Aim: To set up definite standards of attainment or goals of achievement in arithmetic for the seventh grade.
   Schools Involved: Craven County Schools.
   Results: An outline for teachers in accordance with the State Course of Study, supplemented by a study of the best modern practices as set forth by Morton, Osborne, and others.

2. A Study of Problem Cases in the Craven County Schools.*
   By: Margaret Hayes, Rural School Supervisor.
   Aim: To give practical help to teachers in dealing with problem cases.
   Schools Involved: Craven County Public Schools.
   Results: Craven County teachers give practical suggestions as to how to deal with problem cases.

3. Comparison of Two Second Grades; (1) Formal, (2) Free Activity.*
   By: Hazel Avery, Second Grade Teacher; Lottie Grant, Second Grade Teacher; Margaret Hayes, Rural School Supervisor.
   Aim: To show the benefits of free activity.
   Schools Involved: Brinson Memorial Elementary School, Ernul Elementary School.
   Results: Value of free activity demonstrated.

4. A Study of Mental Habits of Pupils in Working Arithmetic.*
   By: Margaret Hayes, Rural School Supervisor.
   Aim: To find weaknesses and plan remedies.
   Schools Involved: Craven County Public Schools.
   Results: Craven County teachers have better understanding of pupils and improved ideas relative to teaching of Arithmetic.

Guilford.

1. A Statistical Report of the Schools of Guilford County, July, 1928.*
   By: Thomas R. Foust, County Superintendent; Nettie E. Brogden, Rural School Supervisor.
   Aim: To set forth an analysis of conditions particular to each rural school in Guilford County.
   Schools Involved: Guilford County Public Schools.
   Results: An analysis of attendance, promotion, age-grade distribution, scholarship of teachers, and academic achievement as shown by teachers in the Guilford County Public Schools.

Halifax.

1. School Attendance in Halifax County.
   By: A. E. Akers, County Superintendent, Annie M. Cherry, Rural School Supervisor.
   Aim: To study attendance situation in Halifax County in its relation to school progress.
   Schools Involved: Halifax County Schools.
   Results: (No description of results furnished)

Jackson.

1. Causes of Retardation in the First Grade.
   By: Alva Queen, First Grade Teacher, Cullowhee Public Schools, and Other First Grade Teachers.
   Aim: All first grade teachers organized for the purpose of studying retardation in the first grade.
   Schools Involved: Cullowhee Public Schools.
   Results: Survey of situation. Almost complete.

Jones.

1. Standards of Attainment; in Types of Activities in Reading for the Seventh Grade.
   By: Vera Keech, Rural School Supervisor.
   Aim: To set up standards of attainment in types of activities in reading according to most approved modern methods.
   Schools Involved: Jones County Public Schools.
   Results: Standards set up as per aims.

2. Large Unit Teaching.
   By: Vera Keech, Rural School Supervisor, and the teachers in three consolidated schools.
   Aim: To study the value and outcomes of correlating subjects in large units of work.
   Schools Involved: Trenton Elementary School; Pollocksville Elementary School; and Maysville Elementary School.
   Results: Bulletin produced containing best of representative units worked out by teachers.

3. Value of Informal Tests.
   By: Vera Keech, Rural School Supervisor, and the Teachers in three Consolidated Schools.
   Aim: To determine the value of informal tests in developing comprehension; improving exams; to provide profitable seat work; to form correct reading habits.
   Schools Involved: Trenton Elementary School; Pollocksville Elementary School; and Maysville Elementary School.
   Results: Various types of informal tests assembled in Bulletin form. Study of results in comprehension, reading habits, etc.

Jones County-Continued.

4. Improvement of Oral and Written Composition in Jones County.
   By: Mr. J. D. Messick, Principal, Trenton Schools.
   Aim: (See Title)
   Schools Involved: Trenton Consolidated Schools.
   Results: (No description of results furnished).

5. Principal Conducted Teachers Meetings.
   By: Mr. J. D. Messick, Principal, Trenton Consolidated School; Mr. W. V. Wilkinson, Principal, Maysville Consolidated School; and Mr. A. H. White, Principal, Pollocksville Consolidated School.
   Aim: The best means of conducting teachers meetings with principals as leaders.
   Schools Involved: Trenton Elementary School; Pollocksville Elementary School; and Maysville Elementary School.
   Results: Principal of one school conducting supervised demonstration lessons based upon specific study securing far superior results.

rthampton.

1. High School Principals as Supervisors of Elementary Schools.
   By: W. S. Clark, Principal, Severn High School; Thomas R. Everett, Principal, Seaboard High School; J. G. Feezar, Principal, Woodland High School; Robert H. Peel, Principal, Conway High School; N. L. Turner, Principal, Rich Square High School; and Blanche Penny, Rural School Supervisor.
   Aim: To get principals to keep in close touch with their elementary schools.
   Schools Involved: Severn High School; Seaboard High School; Woodland High School; Conway High School; and Rich Square High School.
   Results: The six principals are now able to aid their teachers in classifying, grouping, making preparation for individual differences and in some cases in actual methods of teaching.

2. A Study of Retardation in the First Grade.
   By: Blanche Penny, Rural School Supervisor.
   Aim: To find out why so many first grade children are retarded.
   Schools Involved: All elementary schools and union schools in Northampton County.
   Results: Data in regard to health, mental ability, and attendance of first grade children has been collected.

3. Summer Round Up of Pre-School Children.
   By: Blanche Penny, Rural School Supervisor; Mrs. W. W. Martin, Field Representative of P. T. A., Dr. M. S. Seawell, County Health Officer, and Mrs. W. N. Stephenson, President of P. T. A. County Council.

Northampton-Continued.

Aim: To have a physical examination and correct defects of pre-school children before September.
Schools Involved: Northampton County Public Schools.
Results: Parent Teachers Associations are listing beginners for 1928-1929, getting them to health examination clinics and following them up for remedial treatment. Tonsil-adenoid clinic established.

4. Parental Education.
By: Blanche Penny, Rural School Supervisor; Mrs. W. W. Martin, Field Representative of P. T. A., and Mrs. W. N. Stephenson, President of P. T. A. County Council.
Aim: To get parents to read and study books of child development.
Schools Involved: Northampton County Public Schools.
Results: Meetings have been held throughout the district and money is being raised for a County Traveling Library on Parental Education.

5. Free Activity Period in First Grades.
By: Mattie B. Pridgen, First Grade Teacher, Rich Square, Mrs. H. W. Maddry, First Grade Teacher, Severn,
Aim: To develop leadership, a self dependence and helpfulness in children.
Schools Involved: The Severn Public Schools and the Rich Square Public Schools.
Results: Many teachers have tried free activity periods but two teachers have been unusually successful.

6. Studies of Birds of North Carolina.
By: Mrs. Blanche Gay, Sixth Grade Teacher.
Aim: To arouse interest of children in bird life of North Carolina.
Schools Involved: Jackson Union School.
Results: For two years in the sixth grade has made bird houses. Pupils have read all that can be found on North Carolina Bird Life. Have made scrap books.

Perquimans.

1. Standards of Attainment and Types of Activities in Geography for the Seventh Grade.
By: Ida E. Soidell, Rural School Supervisor.
Aim: To set up standards of attainment in line with the State Course of Study and adapted to child needs.
Schools Involved: Perquimans County Public Schools.
Results: Standards of attainment set up for the teaching of Geography in the seventh grade.

Pitt.

1. Supervised Lunch Period in a Consolidated School Where Every Child Eats His Lunch in Class Rooms.*
   By: R. E. Boyd, Principal, Fountain Union School.
   Aim: To improve lunches of children and induce them to practice good habits during lunch period.
   Schools Involved: Fountain Union School.
   Results: 75% of children are bringing milk and fresh or canned fruit. Morale of school is greatly improved.

2. Why is North Carolina the Fifth State?*
   By: Ellen Lewis, Seventh Grade Teacher.
   Aim: To vitalize social science studies.
   Schools Involved: Seventh grade of the Fountain Union School.
   Results: Well worked out outline giving facts, data, and experiences regarding topics.

3. Roads, How They are Built, Their Uses to Mankind, How to be Safe and Make Other People Safe While Riding on Highways.*
   By: ------ Falkland, Seventh Grade Teacher.
   Aim: To vitalize social science studies.
   Schools Involved: Falkland Union School.
   Results: A well organized outline developed.

4. Beautification of School Grounds.*
   By: C. D. Ward, Principal, Belvin Union School.
   Aim: To make the school's appearance radiate an appreciation of the beautiful.
   Schools Involved: Belvin Union School.
   Results: 50 foundation shrubs, 1,000 hedge plants, 30 native plants, 20 trees set out. Rye sown in front of building. Attractive school grounds which has resulted in permeating the entire community. Interior of school attractive, teachers and pupils more enthusiastic over school work.

Rowan.

1. Socialized Work of Seventh Grade in Civics, Geography, Health and History.*
   By: Delilah McGehee, Seventh Grade Teacher.
   Aim:
   Schools Involved: Woodlief Union School.
   Results: Better citizens. More reading done by class. Marked influence on dicipline. Habits of cooperation.

2. Kinds of People; Their Homes and Habits.*
   By: Mrs. Lurline Rankin, Third Grade Teacher.
   Aim: To find out how children all over the world work and live.
   Schools Involved: China Grove Union School.
   Results: Habits and skills -- (1) making use of material on hand, (2) desire to create, (3) use of tools and paint, (4) better cooperation, (5) more interest and pleasure in school work, (6) self-reliance, and (7) leadership.

3. "Rowan"; Our Home County.*
   By: Mrs. L. R. Bost, Principal, Zeb Elementary School.
   Aim: To trace the growth and development of Rowan County up to today.
   Schools Involved: Zeb Elementary School.
   Results: Extensive reading on the part of pupils. Visits to all interesting places in the county. Suggestions advanced as to future needs of Rowan County.

4. "Willie's Cold". An original play showing how to prevent the common cold.*
   By: Mrs. L. R. Bost, Principal, Zeb Elementary School; Mrs. Ada Gobble, Primary Teacher in the Zeb Elementary School; Pearl Powell, Principal, R. F. Kizer School.
   Schools Involved: ----
   Results: Better attendance. Happy, well children. Children interested in health of entire community.

Warren.

1. Freshman Mortality. A Symptom of Remedial Weakness.P
   By: J. Edward Allen, Superintendent.
   Aim: An attempt to diagnose the causes of freshman mortality.
   Schools Involved: ----
   Results: A clear concise statement of causes determining freshman mortality. An unbiased analysis.

C

Reports from the State Department of Public Instruction.

Studies in Education.

1. Title: Teacher Supply and Demand in North Carolina.*
   By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
   Brief Summary: Shows teacher supply and demand during the period 1900-1925 with predictions as to supply and demand figures for the period 1925-1950. Data inclusive for both races. Includes information as to training possessed by teachers during the period 1900-1925. (Published as part of the State Educational Commission Report. Jan. 1927)

2. Title: Specific Preparation for Elementary School Teachers in North Carolina as Revealed by Transcripts Presented in Application for Primary and Grammar Grade Class A Certificates. 1925-1927.*
   By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
   Brief Summary: A detailed study of the professional and academic credits presented in application for Primary and Grammar Grade Class A certificates. Grafts and tables. The transcripts studied were presented by teachers who received all of their training at in-State institutions of higher learning. Shows need of more specific preparation: academic and professional. (Issued in mimeographed form).

3. Title: Specific Preparation for High School Teachers in North Carolina as Revealed by Transcripts Presented in Application for High School Class A Certificates. 1925-1927.*
   By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
   Brief Summary: A detailed study of the professional and academic credits presented in application for High School Class A certificates. Graphs and tables. The transcripts studied were presented by teachers who received all of their training at in-State institutions of higher learning. Shows need of more specific preparation: academic and professional. The teaching load of high school teachers analyzed. Appendix contains individual case studies of specific preparation possessed by high school English, History, and French teachers. (Issued in mimeographed form.)

4. Title: The Relationship Between Area of Source of Supply for High Schools and Area of Beginning Service for the Teaching Profession in North Carolina. (1924-1926)*
   By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
   Brief Summary: Teachers were traced from high schools to institutions of higher learning and then to actual teaching position. Shows that 40% of North Carolina teachers begin teaching in the same county in which they received their own high school training. (Issued in mimeographed form)

Proximity of teacher training institutions has a vital influence on teacher supply. Within certain limitations for each of the State-owned institutions the area in which the prospective teachers had their homes while in high schools is approximately equal to the area in which they began their teaching experience. Data furnished pertains only to State-owned institutions of higher learning. (Available in mimeographed form)

5. Title: An Age-Grade Index of Pupils in the 100 Counties of North Carolina.*
By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
Brief Summary: Several means of testing and measuring counties according to age-grade distribution are considered. (On reference at State Department of Public Insturction.)

Title:
6. A Partial Test of School Efficiency.*
By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
Brief Summary: The increased holding power of the high schools is considered as an indication of increased efficiency of our public schools. A brief study. (On reference at State Department of Public Instruction.)

7. Title: The Administration, Organization, and Supervision of State Departments of Education in the United States.*
By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
Brief Summary: A compilation of philosophical and statistical data pertaining to the subject given. A highly comprehensive study. (On reference at the State Department of Public Instruction.)

8. Title: The Teaching of State History and State Geography in the United States.*
By: M. C. S. Noble, Jr., Director of the Division of Information and Statistics.
Brief Summary: Shows legal provisions, amount of time, texts used, grades in which State History and State Geography are taught. Data were secured by questionnaire method. (On reference at the State Department of Public Instruction.)

9. Title: The Evolution of Teacher Training Institutions.*
By: M. C. S. Noble, Jr., Director of Division of Information and Statistics.
Brief Summary: Questionnaires were sent to the heads of normal schools and teachers colleges. Information was compiled showing the factors determining the evolution of teacher training institutions. The data secured from normal schools and teachers kept separate. (On reference at the State Department of Public Instruction.)

10. Title: School Publicity. North Carolina Bulletin on Rural School Supervision
By: The School Publicity Committee of the Department of Rural School Supervision in the North Carolina Education Association.
Brief Summary: Contains statement as to: need for school publicity, organized plans for county-wide program of school publicity, agencies for the promotion of school publicity. Also contains selected bibliography. (Available in mimeographed form).

11. Title: Suggestions for Making Supervisory Programs. North Carolina Bulletin on Rural School Supervision.*
By: Hattie S. Parrott, State Supervisor of Rural Schools.
Brief Summary: Gives suggestions to the new supervisor, as to the procedure for formulating a tentative workable program of supervision. By means of the quotations given together with the bibliography a supervisor may conduct a study of making supervisory programs which will enable her to formulate such forms and programs for use in her situation that will be more scientifically constructed and based upon the most successful experience of leaders in the field of supervision. (Available in mimeographed form)

12. Title: Professional Improvement Through Reading -- A compilation of Carefully Selected Materials. North Carolina Bulletin on Rural School Supervision.*
By: Hattie S. Parrott, State Supervisor of Rural Schools.
Brief Summary: Contains a compilation of the professional reading selected by supervisors in one years time; a complete list of educational publications in magazine or bulletin form and a selected list of books dealing with the various phases of elementary school work. (Available in mimeographed form.)

13. Title: Music Appreciation Course and Music Memory Contest.*
By: Hattie S. Parrott, State Supervisor of Rural Schools.
Brief Summary: The purpose of this bulletin is to present a supplementary course in music appreciation and music memory contest. While the course is planned primarily for the elementary grades, high schools may take the course and a separate contest for music memory will be provided for the high school pupils as heretofore. (Available in mimeographed form.)

14. Title: A Curriculum for the Pre-School Child. Suggestions for Mothers and information for Primary Teachers.*
By: Hattie S. Parrott, State Supervisor of Rural Schools.
Brief Summary: The bulletin of information concerning the physical, mental, and social equipment of the pre-school child and different age limits. The purpose is to promote child study and provide for improved child development. (On reference at State Department of Public Instruction)

Title:
15. Larger Unit Teaching.*
By: Committee of Rural School Supervisors from the Department of Rural Supervision in the North Carolina Education Association.
Brief Summary: A detailed outline of procedure in the organization of subject matter dealing with North Carolina Life. The purpose is to demonstrate the first step in recording the plan followed in larger unit teaching. (Printed copies available after Dec. 1, 1928)

16. Title: A Diagnostic Study of Arithmetic and Remedial Work.*
By: Margaret Hayes, Rural School Supervisor of Craven County, N. C. Publish by the Division of Elementary Instruction.
Brief Summary: The purpose of this study is to find the real problems in elementary school Arithmetic and to offer the proper remedial treatment necessary to individual pupil progress in this subject. (Printed copies available after Dec. 1, 1928)

17. Title: Suggested Outline for Adapting the Course of Study to a Fine and Industrial Arts Program.*
By: Ida Seidel, Rural School Supervisor of Perquimans County, N. C.
Published by the Division of Elementary Instruction.
Brief Summary: This bulletin presents a study of social conditions as related to art conditions. With this study as a background an outline course is presented for use in working out a closer correlation in certain elementary school subjects.

State School Facts.*

The Two-Teacher School	Vol. III	No. 8	Jan. 1, 1927
Types of Rural Elem. Schools	Vol. III	No. 9	Jan. 15, 1927
School Term.	Vol. III	No. 10	Feb. 1, 1927
Rural Supervision	Vol. III	No. 11	Feb. 15, 1927
Summer Schools	Vol. III	No. 12	March 1, 1927
School Attendance	Vol. III	No. 13	March 15, 1927
Teacher Supply and Demand	Vol. III	No. 14	April 1, 1927
School Houses and School Property	Vol. III	No. 15	April 15, 1927
Age-Grade Distribution	Vol. III	No. 16	May 1, 1927
Vocational Education	Vol. III	No. 17	May 15, 1927
Consolidation and Transportation	Vol. III	No. 18	June 1, 1927
School Expenditures	Vol. III	No. 19	June 15, 1927
Current Expense Distribution	Vol. III	No. 20	July 1, 1927
Per Capita Cost of Instruction	Vol. III	No. 21	July 15, 1927
High Schools	Vol. III	No. 22	Aug. 1, 1927
A Public School Catechism	Vol. III	No. 23	Aug. 15, 1927
Bank of School Systems	Vol. III	No. 24	Sept. 1, 1927
History Topics for North Carolina Day	Vol. IV	No. 1	Sept. 15, 1927
Public School Teachers	Vol. IV	No. 2	Oct. 1, 1927
Scholarship of White Teachers	Vol. IV	No. 3	Oct. 15, 1927
Philanthropic Funds and Negro Educ.	Vol. IV	No. 4	Nov. 1, 1927
Types of Rural Elemen. Schools I	Vol. IV	No. 5	Nov. 15, 1927
Types of Rural Elemen. Schools II	Vol. IV	No. 6	Dec. 1, 1927
Types of Rural Elemen. Schools III	Vol. IV	No. 7	Dec. 15, 1927
Calvin H. Wiley - His First Report	Vol. IV	No. 8	Jan. 1, 1927
Wiley on Teacher Training	Vol. IV	No. 9	Jan. 15, 1927
High School Attendance	Vol. IV	No. 10	Feb. 1, 1928
School Attendance	Vol. IV	No. 11	Feb. 15, 1928
Length of School Term	Vol. IV	No. 12	March 1, 1928
Taxes for Schools and Other Purposes	Vol. IV	No. 13	March 15, 1928
Debt for Schools and Other Purposes	Vol. IV	No. 14	April 1, 1928
Public School Libraries	Vol. IV	No. 15	April 15, 1928
School Houses and School Property	Vol. IV	No. 16	May 1, 1928
Cost of Instruction White High Schools	Vol. IV	No. 17	May 15, 1928
Cost of Instruction, White Elem. Schools	Vol. IV	No. 18	June 1, 1928
Cost of Instruction, White Schools.	Vol. IV	No. 19	June 15, 1928
Cost of Instruction, Colored Schools	Vol. IV	No. 20	July 1, 1928
Consolidation and Transportation	Vol. IV	No. 21	July 15, 1928
Age Grade Distribution	Vol. IV	No. 22	Aug. 1, 1928
An Age Grade Index	Vol. IV	No. 23	Aug. 15, 1928

Miscellaneous Publications.

1. Standards for the Elementary Schools of North Carolina, 1927-1928.*
   Educational Publication No. 116. Division of School Inspection No. 31.

2. Directory of the School Officials of North Carolina, 1927-1928.*
   Educational Publication No. 117. Division of Publications No. 34.

3. High School Directory of North Carolina, 1927-1928.*
   Educational Publication No. 118. Division of School Inspection No. 32.

4. Elementary Text-Books. (Law, Method of Distribution, State Adopted List, Supplementary List, Publishers.) 1928.*
   Educational Publication No. 119. Division of Publications No. 35.

-D-

Reports from Institutions of Higher Learning. (White.)

Duke University.

1. The Principalship of the Union Schools in North Carolina.*
   By: D. W. Kanvey, Principal, Walnut Cove High School, Walnut Cove, N. C. (Ed. M. Thesis)
   Brief Summary: Points out the activities of the Union School principals. The extent to which union school principals have been trained for their position and the way in which they conduct their supervisory activities. Also points out some needed standards of improvement in training in methods of supervision.

2. A Study of Changes in Text Books and Methods in Arithmetic in the 19th Century with Indications of Present Trends.*
   By: Elida Lohr. (A. M. Thesis)
   Brief Summary: An investigation of the changing conception of the teaching of Arithmetic; trends and the kinds of materials in courses of study and text books. The social conditions underlying and causing these changes. Shows decided swing away from idea of mental dicipline to practical applications.

3. Objectives and Materials of English in American Secondary Schools as Revealed by State Courses of Study in English.*
   By: C. L. McRae, Teacher in Mangum Township High School, Durham, N. C., (Ed. M. Thesis)
   Brief Summary: Study shows objectives in English as set forth in State Course of study and the relations of suggested materials to these objectives. Also points out those objectives which are considered most important by makers of course of study.

Elon College.

1. Growth of Religious Education in American Colleges and Universities.
   By: President, W. A. Harper.
   Brief Summary: Title gives sufficient indications as to nature of study. Special attention, however, is given to the content of course of study in religious education.

2. Participation of Alumni in College and University Government.
   By: President, W. A. Harper.
   Brief Summary: Shows growth and reason for participation of alumni in college and university government.

N. C. C. W.

1. A Catalog Study of the Faculty of a State Teachers College.*
   By: Herbert Kimmel, Associate Professor of Education. N. C. C. W.
   Brief Summary: This study is a quantitative study dealing with tenure as it is affected by sex, type of institution, age of institution, etc.

2. A Vocabulary Study of the Two State Adopted Primers.*
   By: Miriam MacFadyan, first grade supervisor and instructor in reading.
   Brief Summary: This study has as its aim (1) to determine the vocabulary of the two Primers, (2) To determine frequency of various words in each Primer, (3) To determine correlation existing between vocabulary of the two Primers, and (4) To determine which words should form basis of fundamental vocabulary.

N. C. State College.

1. A Study of Home Projects (in Agriculture) in North Carolina with Suggestions for Realizing More of the Potential Educational Values and Increasing the Financial Returns.*
   By: Stanley Leon Daughtridge, Teacher of Agriculture, South Edgecombe High School. (M. S. Thesis)
   Brief Summary: Statistics and a discussion of the scope, values and uses of projects carried on in North Carolina in the all day, part-time, day-unit, and evening classes. Definite recommendations.

2. The Study of Vocational Guidance in a City System in the State of North Carolina.*
   By: J. R. MacNeel, Principal, Fayetteville High School, Fayetteville, N. C. (M. S. Thesis)
   Brief Summary: The communities studies are representative of a cross section of all communities of the State. The findings are representative of the situation as found concerning both races. Practical recommendations advanced.

3. Vocational Guidance in a Rural School and Community.*
   By: E. N. Meekins, Teacher of Agriculture, Cary High School, Cary, N. C. (M. S. Thesis)
   Brief Summary: The community studied is representative of a rural section with a very small town as its center. The suggestions have mainly to do with the formulation of a definite plan of procedure for the secondary school under the direction of a counselor.

4. Curriculum Reorganization to Meet the Demands of Changing Civilization.*
   By: Mrs. E. L. Shearon, Teacher, Eliza Pool School, Raleigh, N. C. (M. S. Thesis)
   Brief Summary: The city in which this curriculum reorganization took place is representative of any city operation under special charter. The first effort is to show the changes that science, through tested thought, has brought about in our modern civilization; the second is to show how our education has had to change in order to meet the demands made upon it by modern civilization; the third is to show how one city system has reorganized its curriculum in order to meet the demands of modern civilization; and the fourth, to suggest some views by which parents, patrons of schools, and others, may recognize in the project method of teaching a theory of education that calls for a fuller and better purposing than could ever be hoped for under the routine regime.

University of North Carolina.

1. The Development of Education in Wayne County.*
   By: J. O. Bowman, Superintendent of Mt. Olive Schools. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

2. The Growth and Development of Education in Harnett County.*
   By: B. D. Bunn, Teacher in Harnett County. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

3. The Development of Educatinn in Lenoir County.*
   By: G. C. Bush, Graduate Student of the University of North Carolina. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

4. School Transportation in North Carolina.*
   By: Curtis Crissman, Teacher in the Red Oak School, Red Oak, N. C. (M. A. Thesis)
   Brief Summary: Description of Present practices and problems.

5. History of Education in Tyrrell County.*
   By: W. E. Drake, Student at the University of North Carolina. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

6. The School Survey Movement in the Uni ed States prior to 1860.*
   By: R. W. Holmes, Teacher in P squotank County. (M. A. Thesis)
   Brief Summary: Description of ! arveys in New England, South Carolina, and Virginia, etc.

7. The Development of Education in Gaston County.*
   By: O. L. Kiser, High School Principal. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

8. The Growth and Development of Education in Iredell County.*
   By: C. R. McLain, Teacher in Iredell County. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

9. History of Education in Jones County.*
   By: P. B. Pollock, Teacher in Aulander, Bertie County, N. C. (M. A. Thesis)
   Brief Summary: Historical development, present conditions, and recommendations for future growth.

10. Development of Education in Pasquotank County.*
    By: R. T. Ryland, High School Principal. (M. A. Thesis)
    Brief Summary: Historical development, present conditions, and recommendations for future growth.

11. Influence of Vocation of Parents on Mental and Physical Growth.*
    By: W. D. Glenn, G. B. Dimmick, and A. R. Moser.
    Brief Summary: Three years study be means of consecutive educational, physical, and intellectual measurements of school children with a hope of getting a line on the environmental influences in these matters.

-E-

Reports from Institutions of Higher Learning (Negro)

A. and T. College.

1. North Carolina's Suggestions for Education in Sierra Leona.*
   By: S. M. Broderick, Head of Department of Education.
   (M. A. Thesis)
   Brief Summary: A comparative study of the two systems of education as they exist in North Carolina and Sierra Leona. Shows how the systems in the latter country can be improved and supplemented by suggestions from the former country.

Kittrell College.

1. Use of Standard Texts in Vance County Schools. (Negro)
   By: L. V. Yancey, Supervisor, County Schools.
   Brief Summary: To diagnose weaknesses of students and teachers. To standardize school work. To build stronger foundation for negro schools.

Shaw University.

1. History of Negro Education in North Carolina.*
   By: Brooks Dickens.
   Brief Summary: To give development of negro education in North Carolina. Special attention given to Legislative activities, philanthropic agencies, trends, etc. An attempt to give an accurate unbiased account of negro education in North Carolina.

3/25/29 NC-253

A Program of Research for Rural School Supervisors

by

M. C. S. Noble, Jr. (M.C.)

BY WAY OF PRESENTATION OF THE ARTICLE DEALING WITH A PROGRAM OF RESEARCH FOR RURAL SCHOOL SUPERVISORS.

Today the only acceptable basis for educational procedure is "tested thought." "How do you know," and "in what way did you find out," are ever ready queries when an opinion or conclusion concerning any problem is expressed. Fortunate is that person who can reply, "I know because I have the facts relative to the situation and have reached a solution of the problem through actual practical experience in scientifically dealing with the facts."

Research is a method of procedure which may be helpful in finding the problem, in determining the best plan for its solution, and in checking results. Just how and why it should apply in the work of the county supervisor is very ably discussed in the foregoing article which upon request, Dr. Noble, the author, has agreed to distribute for our use.

Nattie I Parrott

A Program of Research for Rural School Supervisors

(M. C. S. Noble, Jr.)

Introduction

In accepting a place upon your program, I find myself somewhat in the same position as did a negro company during the world war when it was called upon to make an assault upon the Hindenberg line. It seems that the negroes had been told that on the morrow they would be ordered to advance. Now it happened that this prospect of an attack upon the German lines raised some apprehension among the members of this negro company. They met and talked things over. It was pointed out during their conference that in case they became frightened, nervous or confused and took to flight that they would be shot by their own men. And in front of them awaited the hail of bullets from the Germans. A Committee was appointed to visit the Captain and to inform the Captain that while they were certain that they would remain brave and courageous soldiers they feared the possibility of becoming a bit "nervous". When the Captain was greeted by their delegation and when he had heard of their fear of becoming "nervous" he remembered instantaneously that negroes, as a race, are spiritually inclined and also that they like to sing. It is also possible that he thought of Oliver Cromwell's soldiers who used to reinforce their courage by rushing into battle with a song upon their lips. The Captain, therefore, advised the negroes to go into battle singing some good old hymn. Dawn approached. The zero hour arrived. Over the top went the negro company and the song they sang was "Its not my brother, not my sister but its me, oh Lord, standing in the need of prayer." I suppose you see the analogy. When I, who have never had experience as a rural school supervisor, presume to give suggestions as to a program of research for rural school supervisors I am aware of an emotional set analogous to that experienced by the negro company when it went "over the top."

It is my intention today, to recommend to the rural school supervisors here assembled, a research program. This research program shall consist of three separate types of research. It is my belief that those rural school supervisors who carry on the three types of research which I shall mention will render greatest service to the communities in which they live. Briefly stated, these three types of research are: (1) Research to determine the relative status of educational opportunities in the county as compared with the status of educational opportunities in the nation and in the State at large, (2) Research to determine a solution of local problems, and (3) Research for purposes of self-analysis and self-improvement. With such research as is being carried on in North Carolina, as an illustrative background, I shall attempt to make specific recommendations for research by rural school supervisors along the lines just mentioned.

II

In the first place, I have recommended that rural school supervisors carry on research to determine the relative status of educational opportunities in their home county as compared with educational opportunities in the nation and in the State. Research of this type promises an incentive for work, an up-to-date acquaintance with educational trends, and a broader insight in educational problems. In making this recommendation, I, of course, hold to the introductory

assumption that the ambitious supervisor possesses the desire for her local unit, not only to keep pace with the State's progress but to lead the State in its educational achievements. To accomplish this, my first recommendation, supervisors would have to possess the following qualifications:

1. A knowledge of the advantage of values inherent in this type of research. A supervisor finds in data collected on a State-wide basis many important items which are apt to be overlooked in the hurry of local demands. Such items often contain suggestions for intensive local research, especially when local weaknesses are revealed. For instance, it is quite possible for a supervisor to become so interested in the problem of constructing larger unit studies as to forget entirely such studies as age-grade distribution and the physical examination of pre-school children.

2. A knowledge of the source of data which show the relative educational status of the local unit to the status of education in the nation or in the State. "Statistics of State School Systems" published by the U. S. Bureau of Education is an example of one type of bulletin with which rural supervisors should be familiar. In North Carolina, there are two publications, (a) the biennial Report of the State Superintendent of Public Instruction, and (b) a semi-monthly, State School Facts; both published by the State Department of Public Instruction. By making an intensive study of the data included in these publications the supervisor is lead to maintain a rather broad view of educational problems.

3. The desire and ability to interpret and use the data which appear in such publications as have just been mentioned. If the data is merely collected and interpreted for personal use, such usage is incomplete. There will be some items which should be passed on to the Superintendent of schools, some items which should be passed on to the teachers and principals, and some items which should be passed on to the general public.

I have said that in order to accomplish the first type of research recommended, supervisors must necessarily possess certain qualifications. In order that these qualifications may be more generally possessed by supervisors, I suggest the following admittedly incomplete list of sub-recommendations:

1. That, the central administrative agency for the direction of rural school supervision in each State -- in North Carolina this administrative agency would be the Division of Rural School Supervision of the State Department of Public Instruction -- assume the responsibility of placing all rural school supervisors within the State upon the mailing list for such publications as are published by: (a) The U. S. Bureau of Education, (b) The National Education Association, and (c) The respective State Department of Public Instruction and Education Association for the State in which the supervisors live. The mailing list suggested is, of course, a minimum mailing list.

2. That, annual reports from each supervisor to the central administrative agency include an analysis showing the relative status of education in the local unit to the status of education in the nation and in the supervisor's State. This report, of course, would be according to an outline or schedule prepared by the central administrative agency. For every educational weakness revealed the supervisor would suggest specific remedial procedures.

3. (a) That, supervisory conferences within the State and within the nation include on their programs the presentation of techniques for making use of information showing the relative status of education in a local unit as compared with the status of education in the State and in the nation. (b) That, educational publications such as the North Carolina Teacher and the High School Journal in North Carolina publish an account of techniques developed in this connection.

4. That, individual supervisors be encouraged and required to give suggestions to State and national agencies as to the types of data needed in addition to those already published. It is quite possible that speeches, articles, and letters on "Whats Wrong with the Statistical Data Published by National and State Agencies," stated, of course, in a friendly constructive way, would do much to improve and to increase the body of data published by such agencies. There is to my mind, every indication that the United States Bureau of Education, the National Education Association, the State Departments of Education, and those institutions of higher learning which maintain research bureaus will gladly receive suggestions as to the improvement of the data which they provide for general use. When supervisors are sufficiently familiar with such data as to be in a position to make requests for alterations or for additional data they will also find ways for closer cooperation with the agencies mentioned.

II

The second major type of research which I have recommended for rural school supervisors is research to determine a solution of local problems. In dealing with this type of research I shall make sub-recommendations as to the technique to be employed. These sub-recommendations are as follows:

1. <u>That, local research problems be carefully selected.</u> In considering a problem to be well selected when the supervisor feels a vital interest in the problem and when the problem is selected on the basis of the informational needs of the community or the possible benefits to the community of the data collected. It also seems most important to me that supervisors avoid the tendency to conduct too many problems in a single field or according to a single method. Yes, it is alright for a supervisor to possess a major interest but I am protesting against these types of supervisors; (a) The supervisor who spends all of her time working in the field of tests and measurements; (b) The supervisor who spends all of her time in curriculum construction studies; (c) The supervisor who spends all of her time in studying age-grade distribution; and, (d) The type of supervisor who collects all of her information by means of -- say -- the questionnaire. In North Carolina, my office, the Division of Information and Statistics, prepares annually, a report entitled "Current Reports on Activity Programs, Projects, Research Studies, etc., in North Carolina." Supervisors by studying such reports could secure a variety of suggestions as to problems for local research. The "research mind" should not be a one-track mind. It should deal with a variety of problems by means of a variety of procedures.

2. <u>That, before attempting to solve any research problem the supervisor state the problem clearly.</u> The statement should be put into writing and should point directly to a definite body of information. At the present time I know of a town where a "pupil survey" is being conducted. The object of this survey is to help the teachers to learn more about their pupils.

Tabulations are being made concerning school achievements of pupils, their home life, and their interests and aptitudes. The idea is to get a lot of information and to tabulate it. I do not hesitate to prophesy that since the problem in this town mantioned has not been clearly stated that little good will come from this study. Had the problem been stated in a clear and definite way and if the facts to be collected had been listed in writing before the study was undertaken, the same amount of effort would have been productive of much good.

3. That, the supervisor keep in written form a statement of the procedure to be followed in the solution of the problem. This statement would be kept up-to-date and would include the following items: (a) A list of selected readings, appropriate techniques, persons who through consultation might render valuable aid in the solution of the problems, and (b) A statement of the supervisor's accomplishments to date along these specific lines.

4. That, the data collected be characterized by its direct relationship to the problem; by accuracy; and by such methods as insure most constructive interpretation.

5. That, the interpretation of the data be characterized by the employment of such techniques as are available, by common sense, and by a sincere attempt to serve the best interests of the community. Supervisors should be especially mindful of the fact that the body of data collected through a study of any one problem should be interpreted in terms of its relationship to the general aims of education.

6. That, the data collected not only be used but be used in such a way as to best further the educational interests and needs of the community. Every research office is familiar with the fact that every year a larger number of research studies are conducted which are productive of highly valuable results. It is to be regretted that quite often the results of these studies are not used to the maximum advantage of the community. Valuable results obtained through research should not be shelved.

You will note that in my references in the second type of research which I have recommended I have not necessarily confined myself to general recommendations. But you must admit that the details of specific problems vary with the individual problem.

III

The third type of research which I have recommended is research for purposes of self-analysis and self-improvement. Since by training and profession I am primarily interested in research, I naturally incline to the idea that all research contributes to the improvement of the individual who conducts the research. In this instance, however, I am recommending that the supervisor carry on research studies which are designed primarily for purposes of self-analysis and are followed by such remedial activities as constitute a deliberate effort toward self-improvement. In other words, I am specifically recommending research for self-evaluation to be followed by constructive action. As examples of this type of research I submit the following list of research activities:

1. The development by the supervisor of a personal record system -- technique -- to determine what books she has read to date, and what books she should read in the future. This personal record system should hinge about the sound notion that the reading program of the supervisor should be well rounded. In addition to strictly professional books I believe that it is necessary for the supervisor to read extensively in such fields as music, history, art, government, science and invention, and biography. This personal record system would be a device which the supervisor would use constantly.

2. The development of a time schedule by and for the individual supervisor. Here I am recommending to the individual supervisor that she conduct research studies to determine the amount of time that other supervisors are devoting to particular activities and that, in view of the experience of others and in view of local conditions, the individual supervisor, map out a time schedule of her own. This time schedule would, of course, be regarded not as a fixed arrangement but as a helpful device which would be subjected to constant analysis and improvement. The efficient supervisor would not only devise a carefully planned time schedule; she would work according to its provisions.

3. The development by the individual supervisor or a somewhat definite method for determining whether the research she is carrying on is well selected, well conducted, and the results appropriately employed. The supervisor should subject her own research efforts to careful evaluation. Evaluation, of course, would be worthless unless followed by appropriate action.

4. The development by the supervisor of a method of self-analysis to determine the degree to which she possesses specific preparation for supervision. The efficient supervisor carries on a deliberate effort to determine what further academic and professional preparation will contribute most to her efficiency and the embarks upon the task of achieving such preparation.

To recapitulate, I wish to remind you that in connection with the third type of research, I offered only a few brief suggestions. What I am anxious to see achieved is self-analysis followed by appropriate action. Supervisory conferences, such as this conference, would do well to devote some time to research aiming toward the development of techniques which the individual supervisor could use in evaluating and improving her professional efficiency.

IV

To summarize, I have recommended three major types of research: (1) Research to determine the relative status of educational opportunities in the county as compared with the status of educatinnal opportunities in the nation and in the State at large, (2) Research to determine a solution of local problems, and (3) Research for purposes of self-analysis and self-improvement. And under each of these three major types I have given more specific sub-recommendations which, in an admittedly incomplete way, constitute elaborations of the general types. Since each single research problem when considered in a highly detailed manner requires a particular technique I have found myself constrained in this talk to more or less general conceptions.

M. C. S. Noble, Jr., Director,
Division of Information and
Statistics. State Department of
Public Instruction, Raleigh, N. C.
March 25, 1929.

NC 254 Division of School Libraries
1928-1937

Box 119 : Folder 1083

NC+254

State of North Carolina

Superintendent of Public Instruction

F. P. B. APR 16 1928		FPB	Ap 19
	FILING DEPT.		April 13, 1928
WWB	Docket conference	WWB	
FPB	No further [illegible]	FPB	May 4

Raleigh

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

In Re: Library Assistant

Dear Dr. Bachman:

Several times in the last few years the question of a library assistant in this department has been a matter of discussion between us. I think we have arrived at the place now that such a person in this department would be of very great assistance in the development of the library side of the school work.

Library needs. There are about 500 rural high schools in North Carolina that are now standard, or soon to become standard high schools. All of these are trying to provide libraries. The matter of selecting and purchasing these books, and cataloging them properly is one, as you know, that requires very specialized technical knowledge. In addition to that, there are, or soon will be, approximately 400 rural elementary schools with seven or more teachers. Each one of these is trying to become a standard school which, of course, requires a considerable library. In fact, the whole school enterprize in North Carolina is now emphasizing library work more than ever before, to the end that we may develop a reading population.

Expenditures. The public school authorities of the State are spending now approximately $100,000 a year for the purchase of books in the libraries of the high and elementary schools of the State. We have a State appropriation of $10,000 a year which is distributed in lumps of $50.00 to various rural libraries when the county and district each match it with $50.00. This makes a total of $30,000 a year that is now being spent for books in the public schools; over the purchase of which we exercise some slight control. This person could be of great assitance to the school authorities in the purchase of these books.

The Library Commission of the State has been giving some assistance to the schools in this field, but their work has grown to such an extent that they are not able longer to keep it up as it requires the time of all their force to work with the public libraries. I think, therefore, that such a person working out from this department could render a very valuable service at the time these libraries in the schools are in process of formation.

Cost of such work. I estimate the annual cost of a working force in this department to be approximately as follows:

F.P. B. #2

Salary of worker	$3000	to	$4000
Traveling expenses	1250		1250
Stenographer	1500		1500
	$5750		6750

I am informed that certain working tools would be very necessary for this person to the amount of approximately $250.00. I should like to suggest, in case you make the appropriation, that you add for the first year $250.00 for this purpose. Our department will be able, I think, to furnish space, desk, telephone, stationery, stamps, etc. This would make an appropriation of from $6000 to $7000 a year, depending on the amount of money that will be necessary to pay for a worker. I had rather not start than to have a person who is not thoroughly competent and does not have a personality that will enable him or her, as the case may be, to meet with people and make a favorable impression upon them. I do not know whether we can secure such a person for $3000 or not. I should, therefore, like, if your board sees fit to go into this matter, to have a margin of from $3000 to $4000 in the employment of this person. The salaries suggested here are about on the level of what we are now paying in this department.

I am asking, therefore, if you will not call this to the attention of your board, and suggest to them that we feel that we are now in position to make this work worth while in case your board finds it is willing to make the appropriation over a period of five years so the work can gain some degree of permanence.

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

April 19, 1928

Dear Superintendent Allen:

This is to acknowledge the receipt of your letter of the 13th, requesting an appropriation for a library division in your department. I assure you that this request will be given careful consideration by the officers of the Board.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:T

NC-254

May 31, 1928

Dear Superintendent Allen:

This is in reply to your recent letter requesting an appropriation in support of a supervisor of libraries in the State Department of Education of North Carolina. This request has been considered in connection with the request of President Chase of the University asking aid in the establishment of a library school at Chapel Hill. The officers of the General Education Board have given these two requests careful consideration. However, library work has been one of the prime interests of the Carnegie Corporation and we believe it is only a period of a few years until they will again enter this field actively. For this reason the officers decline to enter the library field either by helping to establish library schools or by supporting state Departments of Education supervisors of libraries.

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh, North Carolina

FPB:ARD

	F. P. B.	JUN 6 1928	111	—
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NC-254

State of North Carolina
Superintendent of Public Instruction
Raleigh

June 4, 1928

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

Dear Dr. Bachman:

I have your letter of May 31st relative to the action of your Board on the library question. I thank you for this consideration, but I am very regretful that your board did not find it reasonable at this time to undertake this work.

Thanking you for many courtesies, and with sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, Librarian

March 4, 1929

Mr. Leo M. Favrot, Representative
General Education Board
Baton Rouge, Louisiana

Dear Mr. Favrot:

I am sending you a copy of the memorandum of which I spoke last week. The Rosenwald Fund representatives are to be here today and tomorrow and I hope to go over some of these matters with them.

I greatly appreciated the opportunity of speaking with you last week and I hope some of the major plans which we have for library development in the South may be worked out. It would seem that President Keppel would recommend to his Board a grant of $100,000 for us for a library school. The plan has not been worked out in detail as yet, but it is being carefully considered.

With many good wishes, I am

Sincerely,

L R Wilson

Librarian.

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

NC-254

March 7, 1929

Mr. Jackson Davis, Field Agent
General Education Board
Grace-American Building
Richmond, Virginia

Dear Mr. Davis:

I am enclosing a copy of the memorandum which I sent to Mr. Allen in May, 1927. The situation then was very similar to what it is at present, only the desirability of having a library adviser is greater today than then on account of very significant developments which have taken place which make ~~it~~ more necessary the activities of such an officer.

Mr. Embree and other representatives of the Rosenwald Fund were here for two days this week. I believe they are going definitely into the county library field and are also interested in some of the items in the memorandum which I sent you a few daysago. They have not worked out a formula as yet, but as nearly as I can understand it, they are willing to give dollar for dollar for county library purposes for two years. For the second two years, they drop to two-thirds of the amount given the first two years, and for the fifth and last year they are willing to give one-third of what they gave the first biennium. They are on their way now to see several counties in the South. Altogether it would seem that the new day is ahead of us, if all of the forces which are converging upon the library field get down to effective work.

With many good wishes, I am

Sincerely,

L R Wilson

Copy to Mr. Favrot.

NC-254

MEMORANDUM CONCERNING CONFERENCE ON LIBRARY SERVICE TO NEGRO SCHOOLS

At a conference held in Mr. Newbold's office on June 20,1928, with Mrs. Griggs, Miss Yates, and Mr. Wilson present, it was considered important that provision should be made for the following types of assistance:

1. Provision for fellowships from the General Education Board for attendance upon the Library School at Hampton.

2. Provision for institutes to be held preferably after the summer school period in different states. The institutes to be of ten days duration, with some of the cost of attendance on the part of the librarians interested to be borne out of the institute fund.

3. Increased book collections for (a) Normal Schools, (b) High Schools.

4. Provision for service to county schools in cooperation with the county educational and library organizations. A good beginning might be made in Mecklenburg and Guilford Counties. The experiment in Greenville, South Carolina, might be studied to advantage.

5. Provision for supervision through the State Department of Education and the Library Commission. Follow-up visits are very important and sufficient funds should be provided to insure a visit to each school maintaining library servbe.

6. Copies of the Hampton Bulletin containing the list of books for Rosenwald schools should be available in all offices interested in this type of service.

The immediate need might be taken care of by the employment of Miss Meigs of the Hampton Library School, who could arrange a schedule of service of one week to the various summer schools now in session. The service of Miss Meigs might be supplemented by visits made by members of the Library Commission and the University Library staff in order to make local connections for future follow-up work.

Another year a summer school might be considered, though it should be pointed out that there may be theoretical objections to such a summer school.

Dictated by -

Mr. L.R.Wilson.

NC-254

Memorandum Concerning Library Adviser

(Preamble)

As a result of our experience in the development of the schools of North Carolina and of conferences with school men and librarians in the state and South, the conviction has grown upon me that one of the most essential steps to be taken in the further educational development of the state is the working out of a thorough library scheme for the elementary and secondary schools.

In order that the development may be directed along the most approved lines, it is desirable that the initial plans should be worked out by some one thoroughly conversant with the school library field in cooperation with the State Department of Education and the library interests of the state. The duties of such a person, as they occur to me, would be of the following nature:

(Duties)

1. Conferences with members of the State Department of Education in all matters relating to library legislation for the schools; 2. preparation of departmental regulations concerning school libraries both elementary and secondary; 3. preparation of a library manual and book lists for elementary and secondary schools; 4. preparation of blue prints and suggestions covering different types of library rooms and equipment for schools of varying enrollments; 5. maintenance of a library column in North Carolina Education and The High School Journal; 6. active participation in the newly organized library section of the State Teachers Assembly and in the North Carolina Library Association; 7. visitation and conferences with superintendents of schools who are projecting extensive building and school development programs; 8. making studies covering the proper coordination of city libraries and schools and county libraries and schools; 9. making studies covering the increased power of comprehension of students who have enjoyed library facilities as compared with those who have not;

10. making studies covering adequate maintenance budgets for school libraries; 11. preparation of standards governing the training of librarians for schools of varying enrollments, with appropriate certificates for librarians; 12. cooperation with the library commission in coordinating library activities of the state and with the University and other teacher-training agencies in the preparation of teacher-librarians.

(Suggested Budget for Five Years)

Salary	$3500	to	$4000
Secretarial assistance	750		750
Travel	1000	"	1500
Books	300		300
Equipment	250		250
Stationery and printing	200		200
Postage	150		150
Telephone and telegraph	100		100
	$6250	"	$7250

(Safe-guarding Interests of State Department and G.E.Board)

Request made without binding the State Department to take over the position at the end of the five-year period, but with every prospect that the position will have been of such value to the state that its continuance out of state funds will be highly probable. The State Department in turn to assure the General Education Board that the position will be filled with a person of library training and of demonstrated experience and fitness.

Chapel Hill, N.C.
March 7, 1929

NC-254

March 11, 1929

Dr. Louis R. Wilson
University of North Carolina
Chapel Hill, N. C.

Dear Doctor Wilson:

I thank you for the copy of your letter to Mr. Davis and the memorandum concerning the library adviser. We shall carefully consider this whole matter at an early date.

With cordial good wishes, I remain

Yours very truly,

LMF*FM

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

NC-254

April 12, 1929

Mr. Jackson Davis
804 Grace-American Building
Richmond, Va.

My dear Mr. Davis:

On several previous occasions I have talked with you relative to the many calls that come to this department for assistance in the library work in the schools. I have talked this matter over also with Dr. L.R. Wilson and Dr. Frank P. Bachman.

I desire to submit herewith, for the consideration of your Board, a request for assistance, to the end that the library work in connection with the public schools of the State may be put upon a scientific basis, and may be stimulated to greater activity. We all recognize that the library is coming to be one of the essential features of a modern school. It seems to me such an assistant in this Department might do effective work along the following lines:

a. Assist school librarians. There is some sort of library in connection with every standard school in the State - twelve to fifteen hundred of them. It has been very difficult to secure people in each of these schools who have had library training. Our Department, through this assistant, could be of great service to these librarians in aiding them in organizing, cataloging, and arranging these libraries according to the latest scientific plans.

b. Advise with school librarians. A school librarian should do more than merely keep her books in order; that is, she ought to be prepared to be of the greatest possible service to all of the activities in the school. Through advice and counsel from the person working out from this Department, the service rendered by the library in a school could be greatly increased.

c. Lists of books. This librarian could be working all the time in making lists of books which are suitable for use in particular types of schools. These lists of books furnished to the schools would enable the school authorities to purchase books more intelligently so that the public money expended for books would be expended more appropriately. In case a school has a limited amount of money, the proper selection of books is more important than one that is better fixed financially.

d. The University Library School. It seems to me that it would be appropriate for the person in our Department to work with Dr. Wilson during the summer in his library school; that is, give instruction to the people who go there for the purpose of preparing themselves for library work. In this

way, she would come into contact with a great many librarians in the State, and through this acquaintance would be in position to be of greater service in this work.

I hardly know how to estimate the amount of money necessary to make this work effective. I am suggesting a maximum and a minimum amount for the consideration of your Board in case it should turn out to be interested in this work.

Estimated Budget for an Assistant in Library Work in the State Department of Public Instruction

Library assistant

Salary	$3000	to	$3600
Travel	1200	-	1200
Stenographer	1300	-	1500
Supplies	200	-	200
Total	$5700		$6500

In the matter of supplies mentioned above, I have in mind the purchase for use in her office of library cataloging systems and such devices as will keep her closely in touch with the newest things in library work.

It may be you will think this budget excessive or too small. In case your Board should be interested in this kind of thing, I would be willing to take its estimate of the amount of money necessary to do the work efficiently. I think there is a great field of work here that can be made of great assistance to the schools.

Thanking you for many favors, and with sincerest good wishes, I am

Very truly yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

May 23, 1929

Dear Superintendent Allen:

At a meeting of the General Education Board held May 23, 1929, the officers presented your letter of April 12, requesting an appropriation to enable you to establish and maintain in your Department a Division of School Libraries.

It gives us pleasure to inform you that the executive officers were authorized in their discretion to commit the Board to an appropriation to the State Department of North Carolina for the maintenance of such a division for a period of not more than four years, beginning on or about July 1, 1929, in accordance with the following budget:

	Minimum	Maximum
Salary of Director	$ 3,000	$ 3,600
Stenographic and Clerical Assistance	1,800	1,920
Traveling Expenses	1,800	1,800
	$ 6,600	$ 7,320.

Mr. Davis or Mr. Favrot will be glad to confer with you concerning your plans for the organization of this division, after which the officers will be prepared to execute the discretionary power given them.

32602

In taking favorable action on your request, it was the understanding of the Board that its assistance would terminate at the expiration of the four-year period, and that at that time funds from other sources will be available for continuing the work of the Division.

Sincerely yours,

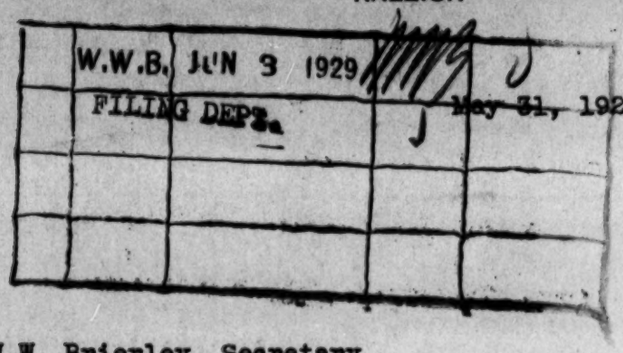
W. W. BRIERLEY

Honorable A.T. Allen,
Superintendent of Education,
Raleigh, North Carolina

WWB:EBO

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH



May 31, 1929

Mr. W.W. Brierley, Secretary
General Education Board
61 Broadway
New York City

Dear Sir:

I have your letter of May 25th notifying me that the General Education Board at its meeting held on May 23rd, authorized an appropriation to the State Department of Public Instruction in North Carolina for a sum not to exceed $6,500, for a period of time not to exceed four years. I shall be glad to talk the matter over with Mr Davis and Mr. Favrot at their convenience. In the meantime, I shall present the matter to the State Board of Education.

I appreciate greatly the attitude of your Board in making available these funds for work of this kind. I believe that we can make it function in such a way as greatly to improve the schools in North Carolina.

Again thanking you, and with sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

W.W.B. JUN 30 1930 W.W.B.

FILING DEPT.

✓ 154 for auditing

June 27, 1930

Mr. W.W. Brierley
General Education Board
61 Broadway
New York City

My dear Sir:

Some time last spring we received notification from your Board that an appropriation had been made to the State Department of Education to put on a library assistant in this department to work with the school libraries.

After careful discussion of the whole matter with Mr. Jackson Davis and Mr. Favrot, we selected for this place Miss Mary Peacock. Your Board very generously gave her a scholarship to attend Columbia University for the spring term in 1930. She will begin work as of July 1, 1930.

The estimated budget for the fiscal year 1930-31 is as follows:

Salary of assistant	$2500
Stenographer	1500
Supplies	200
Travel	1200
	$5400

I should be very glad if you would let us have the quarterly allotment at your convenience. If we could get the quarterly allotment of the expense account we would be all right of course until the end of the first month.

May I again express my appreciation to your Board for its many courtesies? I hope to be able to use this money in such a way as to make it worth while for the State of North Carolina in developing the school system.

Very sincerely yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

June 30, 1930

My dear Superintendent Allen:

I have pleasure in notifying you that in accordance with the budget presented in your letter of June 27, 1930, the officers have authorized the release of $5,400 for the establishment and maintenance of your Division of School Libraries for the year commencing July 1, 1930, to be used as follows:

For salary of library assistant (Miss Mary Peacock, whose appointment dates from July 1)	$ 2,500
For salary of stenographer	1,500
For traveling expenses	1,200
For supplies	200
Total	$ 5,400

Arrangements have been made with the Auditor to make payment on account of the first two salary items quarterly in advance commencing July 1. The sums allowed for traveling expenses and supplies will be remitted semi-annually - July 1, 1930 and January 1, 1931 - and are to be accounted for monthly.

The precise sums to be released for the subsequent years will be determined on receipt of definite word from you at the beginning of each year.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

NC-254

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

June 30, 1930

NORTH CAROLINA DIVISION OF SCHOOL LIBRARIES

Appropriation GI-2305

At the meeting of the General Education Board held May 23, 1929, the following resolution was adopted:

RESOLVED, That the sum of Fifty-two thousand Dollars ($52,000), or so much thereof as may be needed, be, and it hereby is, appropriated for the establishment of Divisions of School Libraries in State Departments of Education of Louisiana and North Carolina for the periods mentioned, beginning on or about July 1, 1929:

Louisiana	not more than 4 years
North Carolina	not more than 4 years

allocations and all details connected therewith being referred to the executive officers with power, provided that the maximum sum allocated annually to any state shall not exceed Six thousand five hundred Dollars ($6,500) and that assistance for this purpose from the General Education Board shall not be continued beyond the period specified, the appropriation to be charged to current income.

Superintendent Allen, in a letter dated June 27, 1930, reports that Miss Mary Peacock has been selected as library assistant in the State Department of Education of North Carolina to work with the school libraries commencing July 1, 1930, and presents the following budget for the fiscal year 1930-31:

Salary of Assistant	$ 2,500
Salary of Stenographer	1,500
Travel	1,200
Supplies	200
Total	$ 5,400

Messrs. Davis and Favrot approve of the foregoing arrangement for the first year.

On the basis of the budget submitted, the executive officers hereby approve of allocating to the State Department of Education of North Carolina the sum of $5,400 for the establishment and maintenance of a Division of School Libraries for the year commencing July 1, 1930, and authorize the Secretary to notify Superintendent Allen of this allocation.

Approved N. B. Broughton

Trevor Arnett

To the Auditor:

The sum of $5,400 herein allocated by the officers to the State Department of Education of North Carolina for the Division of School Libraries for the year commencing July 1, 1930 is to be apportioned as follows:

For salary of assistant (Miss Peacock)	$2,500
For salary of stenographer	1,500
For traveling expenses	1,200
For supplies	200
	$5,400

Kindly see that payments on account of the first two salary items are made quarterly in advance commencing July 1. The sums allowed for traveling expenses and supplies are to be remitted semi-annually - July 1, 1930 and January 1, 1931 - and accounted for monthly. The checks are to be made payable to the State Department of Education of North Carolina and forwarded to Superintendent Allen. If any changes are to be made in this allocation during the coming year you will be notified. Before making payments on account of subsequent grants, please consult the Secretary's Office.

Approved N. B. Broughton
Secretary

Henry E. Fortune

IBG MVK

NC-254

June 4, 1931

My dear Superintendent Allen:

You will recall that the sum of $5,400 was made available by the Board last year in pursuance of its resolution of May 23, 1929, for the support of your Division of School Libraries. At the suggestion of the officers, I am writing to inquire if you have as yet decided on the budget for this Division for the year commencing July 1, 1931. If so, will you kindly let us know the amount that will be required and how you wish it apportioned. On receipt of this information the officers will give consideration to releasing the grant for the coming year.

Very truly yours,

GENERAL EDUCATION BOARD

By IRENE E. GOLDEN

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

IEG MVK

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 9, 1931

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Miss Irene E. Golden
General Education Board
61 Broadway
New York City

Dear Miss Golden:

I have your letter of June 4th relative to the budget for the Division of School Libraries in this department for next year. This budget will be as follows:

Salary of Miss Peacock	$2625
Stenographer	1500
Travel allowance	1200
Supplies and equipment	200
Total	$5525

I wish to say that I am very much pleased with the work of this division. I believe it holds great promise for the development of the elementary schools in this State. I appreciate very greatly the attitude of the General Education Board in this matter, and we shall try to use this money so as to bring about the best possible returns.

With sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

NC-254

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

G.E.B. No. 44
June 11, 1931

GI-2306 NORTH CAROLINA DIVISION OF SCHOOL LIBRARIES

At the meeting of the General Education Board held May 23, 1929, the following resolution was adopted:

> RESOLVED, That the sum of Fifty-two thousand Dollars ($52,000), or so much thereof as may be needed, be, and it hereby is, appropriated for the establishment of Divisions of School Libraries in State Departments of Education of Louisiana and North Carolina for the periods mentioned, beginning on or about July 1, 1929:
>
> | | |
> |---|---|
> | Louisiana | not more than 4 years |
> | North Carolina | not more than 4 years |
>
> allocations and all details connected therewith being referred to the executive officers with power, provided that the maximum sum allocated annually to any state shall not exceed Six thousand five hundred Dollars ($6,500) and that assistance for this purpose from the General Education Board shall not be continued beyond the period specified, the appropriation to be charged to current income.

In the case of North Carolina the officers allocated $5,400 for the Division of School Libraries for the year beginning July 1, 1930 when Miss Mary Peacock commenced her work as head of this Division. In a letter dated June 9, 1931, Superintendent Allen states that $5,525 will be required to meet the budget of this Division for next year, apportioned as follows:

For the salary of Miss Peacock	$2,625	
For the salary of stenographer	1,500	
For traveling expenses	1,200	
For supplies and equipment	200	$5,525

Pursuant to the Board's resolution of May 23, 1929, the executive officers hereby approve of allocating to the State Department of Education of North Carolina a sum not to exceed $5,585 for maintenance of the Division of School Libraries for the year commencing July 1, 1931, to be apportioned as indicated on the preceding page, payments on account of said allocation to be made by the Auditor as heretofore.

Approved _____
Secretary

_____
Vice-President

_____
President

IRD MVK

NC-254

June 11, 1931

My dear Superintendent Allen:

It is gratifying to learn from your letter of June 9 that you are so well pleased with the work being carried on by your Division of School Libraries. I observe that $5,525 will be required to meet the budget of this Division for the year commencing July 1, 1931. The matter of releasing this sum will be brought to the attention of the officers in a few days and you may expect to receive formal notification from the Secretary shortly thereafter.

With cordial regards, in which Mr. Brierley joins, I am

Very sincerely yours,

GENERAL EDUCATION BOARD

By

IRENE E. GOLDEN

Superintendent A. T. Allen
State Department of Education
Raleigh
North Caroline

IEG MVK

NC-254

	gdb			

June 22, 1931

My dear Superintendent Allen:

I have pleasure in notifying you that in accordance with the budget submitted with your letter of June 9, 1931, and pursuant to the Board's resolution of May 23, 1929, the officers have authorized the release of $5,525 for the maintenance of your Division of School Libraries for the fiscal year beginning July 1, 1931. It is understood that this grant is to be applied as follows:

For the salary of Miss Peacock	$2,625
For the salary of stenographer	1,500
For traveling expenses	1,200
For supplies and equipment	200
Total	$5,525

Payments on account of the sum made available will be made by our Auditor as heretofore.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 27, 1932

July 1, 1932

$5,650 for Division of School Libraries for 1932-1933 approved
(See O.A. #362)

W.W. Brierley
Secretary

Mr. W.W. Brierley, Secretary
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

In reply to your letter of June 22nd with reference to the needs of the Division of School Libraries, I present the following budget:

Salary of director	$2750.00
Stenographer	1500.00
Supplies	200.00
Travel	1200.00
Total	$5650.00

In the original grant made by your Board in 1929, a maximum allowance of $3600 for salary was made. When we went out to employ a director we could not find a person with the amount of experience desired, and it was necessary to select a comparatively young lady and get a scholarship for one year of additional training. The general agreement was that the salary would begin at $2500 and be increased $125.00 a year until we reached a maximum of $3000.00, which was at that time the salary schedule for other employees in the department doing the same work.

Thanking you for many courtesies, and with sincerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

32602

JUL 20 1932

NC-254

June 22, 1932

My dear Superintendent Allen:

To warrant the officers in considering the release of the Board's grant voted May 23, 1929 for North Carolina's Division of School Libraries for the fiscal year beginning July 1, 1932, we shall appreciate receiving word from you at an early date as to the total amount required for this work during the coming year and the apportionment of this sum by purposes.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

32602

(Original in N C 236)

NC-254

COPY

STATE OF NORTH CAROLINA

SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

August 27, 1931

Mr. Arthur G. Askey, Assistant Auditor,
General Education Board,
61 Broadway, New York City

Dear Mr. Askey:

We have your letter of August 13th and I am making the following explanation concerning the "accumulated balances" in the General Education Board funds as of June 30, 1931:

1. Rural Agents:

L. C. Brogden, Salary 1925-1926 -	$ .04
L. C. Brogden, Salary 1926-1927 -	.02
N. C. Newbold, Balance travel advance 1927-1928 unrefunded	.30
	$ .36

2. Division of Libraries:

$120.00 refund is due to a balance in advance for clerical assistance. Temporary help was used until Miss Stockard could assume her duties on October 1, 1930.

Below is a statement of the expenditures made for the purchase of supplies for the Division of School Libraries during the year 1930-1931:

Check No.	Vendor	Supplies Purchased	Amount
2055	American Library As.	Supplies	$ 9.15
2056	Remington Rand Business Service	Supplies	2.50
2057	Gaylord Bros.	Supplies	9.55
2072	H. W. Wilson Company	1 Children's catalogue 1 Manual	16.50
2095	K. A. Stahl Mfg. Co.	Bookshelves	40.00
2098	American Library As.	1 H. S. classic	.75
2099	Denver School District	2 monographs	2.00
2118	Gaylord Bros., Inc.	Supplies	22.35
2126	American Library As.	Supplies	2.50
		Total	$105.30

Expense books for the months of May and June for the members of this department who are paid by the General Education Board were sent on August 8th.

Very truly yours,
(Signed) C. D. DOUGLAS
C. D. Douglas, Director of Finance.

COPY

(Original in N C 236)

NC-254

August 13, 1931

My dear Mr. Douglas:

We acknowledge receipt of and thank you for your letter of August 8th containing check #2130 in the amount of $599.57 which is a refund of all unexpended balance as of June 30, 1931 on account of the various appropriations made by the Board to the State Department of Education of North Carolina, also summary sheets from the expense books for the months of May and June of Messrs. Newbold, Ferguson, Noble and Miss Peacock. Will you please send us the expense books in order that our records may be complete?

May we trouble you to let us know how you arrive at the "accumulated balances" of 36¢ under the Division of Rural Agents? According to our records this account is balanced out. Will you also let us know if the refund of $120.00 under Division of Information and Statistics - Salaries, is a refund on account of the sum allowed for stenographic assistance or if it is on account of the Director's salary?

As we have set up the sum advanced for supplies for the Division of School Libraries in our books as an advance to be accounted for, it becomes necessary for us to ask you for a statement covering the expenditure of $105.30.

Very truly yours,

ARTHUR G. ASKEY

Mr. C. D. Douglas,
Director of Finance,
State Department of Education,
Raleigh, North Carolina

CW

COPY

(Original in N C 236)

NC-254

STATE OF NORTH CAROLINA

SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

August 8, 1931

Mr. George J. Beal, Auditor
General Education Board
61 Broadway
New York City

Dear Mr. Beal:

I enclose expense accounts for the State Department of Public Instruction for the months of May and June as follows:

	May	June
Mr. Newbold	$ 131.17	$ 73.00
Mr. Ferguson	47.78	-
Mr. Noble	127.23	100.38
Miss Peacock	25.82	92.69
Totals	$ 332.00	$ 266.07

I enclose reports of these persons for the same periods.

I am also sending State Supervision Fund check Number 2130 in the amount of $599.57, which is a refund of all unexpended balances as of June 30, 1931, in accordance with the schedule below:

Division of Rural Agents		$ .36
Accumulated balances		
Division of Information and Statistics		
Salaries	$ 120.00	
Travel Expense	38.31	158.31
Division of Libraries		
Salaries	189.04	
Supplies	94.70	
Travel Expense	157.16	440.90
Grand Total		$ 599.57

Yours very truly,

(Signed) C. D. DOUGLAS

Enclosure.

C. D. Douglas, Director of Finance

JUL 20 1932

NC-254

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July 1, 1932

My dear Superintendent Allen:

This is to notify you officially that on the basis of the budget presented in your letter of June 27, 1932, and pursuant to the resolution adopted by the General Education Board on May 23, 1929, the officers have made available to the State Department of Education of North Carolina, the maximum sum of $5,650 for maintenance of the Division of School Libraries for the fiscal year beginning July 1, 1932, apportioned as follows:

For salary of Director	$2,750	
For salary of stenographer	1,500	
For supplies	200	
For traveling expenses	1,200	$5,650

Payments will be made by the Auditor as heretofore.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB HVK

32602

JAN - 5 1933

NC-254

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED IN 1903)

804 GRACE-AMERICAN BUILDING
FOURTH AND GRACE, RICHMOND, VA.

JACKSON DAVIS
Assistant Director of Education

WALTER B. HILL
Field Assistant

December 31, 1932

A	W.W.B.	JAN 3 1933	WWB	1.3.'33
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Mr. W. W. Brierley
General Education Board
61 Broadway, New York City

Dear Mr. Brierley:-

I am referring to you this letter from the Director of the Division of School Libraries in North Carolina - Mrs. Mary Peacock Douglas. The resolution states that the appropriation was for the period "beginning on or about July 1, 1929." As stated in Mrs. Douglas' letter, she did not begin her work as Director until July 1, 1930. Will you please answer her question as to the date of expiration?

I hope you are recovering from your attack of "Flu," and I wish for you and your staff a very Happy New Year.

Sincerely yours,

Jackson Davis

W

JAN - 5 1933

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

Dec. 29, 1932

Mr. Jackson Davis,
804 Grace American Building,
Richmond, Va.

Dear Mr. Davis,

If I am not being too officious in making the request, I shall appreciate it so much if you will tell me when the original appropriation from the General Education Board for School Library Supervision in North Carolina terminates. In my talk with you in Chapel Hill during 1929 you spoke of a four year project, but I do not know whether the first year was 1929-30, a part of which time I was at Columbia University, New York City, or whether it began with my appointment to the office here on July 1, 1930.

With the coming of the Legislature early in January, I want to know definitely and accurately information relative to this Division which may be needed.

Superintendents of schools are more understanding of library development and possibilities aside from the technical work involved and are carrying on some interesting projects this year. My work becomes more fascinating instead of more routine.

We are happy to report that Dr. Allen is feeling better although he continues to be kept in bed the major part of each day.

With best wishes for a satisfying and successful New Year, I am

Sincerely yours,

Mary Peacock Douglas

Mary Peacock Douglas,
State Director of School Libraries.

MPD/lsb

JAN 11 1933

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

W.W.B. JAN 10 1933
FILING DEPT.

January 9th, 1933.

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York City.

My dear Mr. Brierley,

Thank you so much for the information contained in your letter of January 3rd, relative to the termination date of the General Education Board's appropriation to the State Department of Public Instruction of North Carolina for the support of the Division of School Libraries.

I appreciate so much your prompt response. The information will be most helpful to me.

Sincerely yours,

Mary Peacock Douglas

Mary Peacock Douglas,
State Director of School Libraries.

MPD/lsb

JAN - 5 1933

NC-254

January 3, 1933.

My dear Mrs. Douglas:-

Mr. Davis has forwarded your letter of December 29th and asked me to reply specifically to the question you asked concerning the termination date of the General Education Board's appropriation to the State Department of Education of North Carolina for the support of the Division of School Libraries. Our records show that your appointment as Director of this Division became effective July 1, 1930. The appropriation is for a four-year period, so that the termination date is June 30, 1934. While the resolution adopted by the Board provided for the maintenance of this Division from July 1, 1929, the officers were given discretionary power therein to make the appropriation effective from the date when the Division would commence to function.

Very truly yours,

W. W. BRIERLEY

Mrs. Mary Peacock Douglas,
State Department of Public Instruction,
Raleigh, North Carolina.

WWB/GMC

JUN 22 1933

NC-254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

April 25, 1933

Mr. W.W. Brierley, Secretary
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

In Re: Division of School Libraries

As I understand the matter, this appropriation does not expire until June 30, 1934. This is in accordance with a letter written to Mrs. Douglas.

Under the grant we were authorized to pay a salary of $3,600, but in selecting a worker we employed Mrs. Douglas, who was then Miss Peacock, at a salary of $2,500 with the understanding that it would be increased until the amount reached $3,000 a year. According to my count, therefore, for the year 1933-1934 this budget would be as follows:

Salary of Director	$2,875
Clerical assistance	1,500
Supplies	200
Travel	1,200
Total	$5,775

Thanking you for many favors received at the hands of your Board, I am

Very sincerely yours,

A.T. Allen
State Superintendent Public Instruction

COPY

(Original in N C 253)

NC-254

April 27, 1933

Dear Davis:

I enclose copies of letters I received this morning from Superintendent Allen of North Carolina asking for an appropriation for the continued support of the Division of Information and Statistics for two years and for the allocation of $5,775 for the Division of School Libraries for 1933-1934.

Inasmuch as the reduced state appropriation will make necessary a cut of 38 per cent. in the salaries of members of the state superintendent's staff, the question naturally arises whether the salary of the director of the division supported by the General Education Board should not also be reduced. Mr. Stevens has the feeling that otherwise the director of this division would certainly stand out as being a Board man. Is not the same true for the state agents for Negro rural schools.

In the case of Mrs. Douglas the salary suggested is in accord with the understanding reached when she was appointed as head of the Division of School Libraries. I mention it, however, not knowing whether changed conditions would warrant consideration of a modification of the original schedule.

In relation to Mr. Trigg, for whom the Board authorized a maximum appropriation of $2,500 for salary for 1932-1933, we have a letter from Superintendent Allen dated August 18, 1932, stating "under the law in North Carolina I am not authorized to fix the salary. That is fixed by the Director of Personnel whether the money comes from a Foundation or from State funds." Later, the Director of Personnel authorized a salary of $2,250 per year, effective July 1, 1932, which is the same amount made available by the officers for 1933-1934.

You may consider it advisable to write to Mr. Allen so as to be clear on this point before we present his recent request to the Executive Committee for continuation of the Board's support of the Division of Information and Statistics.

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
804 Grace-American Building
Richmond, Virginia

C
O
P
Y

(Original in N C 253)

NC-254

May 4 1933

Mr. W.W. Brierley
General Education Board
61 Broadway, New York City

My dear Brierley:

This is my first opportunity to reply to your letter of April 27 with copies of State Superintendent Allen's request for the Divisions of Information and Statistics, School Libraries and for Mr. Trigg's work as inspector of colored high schools. I have just got back to the office and put in a call to Mr. Allen. He is out, but will be back tomorrow at which time I will talk with him.

However, I talked with Messrs. Favrot and Hill, and also mentioned the matter to Mr. Arnett. It is our understanding that the salaries of the staff have not been reduced 38%, but that the total budget of the department has had to suffer a cut of 38%. Mr. Allen has adjusted this to protect his staff as much as possible. He requests that the salaries of the persons paid by the General Education be continued at the regular rate stated in his letters. They are all well-trained and capable persons and are not overpaid. Moreover, this action on our part will make it easier for Mr. Allen to restore the salaries of the persons now paid by the State to the former rate of compensation when the financial condition of the State improves.

With best wishes,

Cordially yours,

(Signed) JACKSON DAVIS

JD:H

COPY

(Original in N C 253)

NC-254

DIVISION OF SCHOOL LIBRARIES

May 5, 1933.

Dear Davis:-

In accordance with your letter of May 4th, we are including Mr. Allen's request for continued support of his Division of Information and Statistics in the docket for the Executive Committee. You will observe that in his letter to me of April 25th, he said "that the pressure for economy was so great, that they imposed upon our people a salary cut of 38% from what they received in 1931." I showed your letter to Mr. Stevens,

Very truly yours,

W. W. BRIERLEY

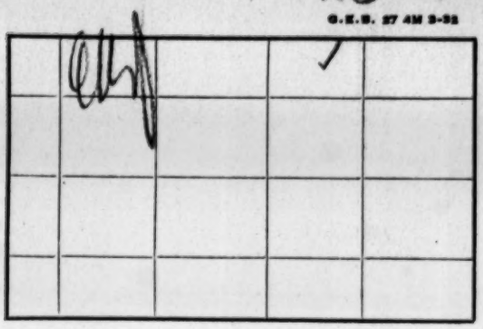
Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

WWB GMC

NC-254

MAY 25 1933

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE



G.E.B. No. 420
May 22, 1933

GI-2306 NORTH CAROLINA DIVISION OF SCHOOL LIBRARIES

At the meeting of the Board held May 23, 1929, the following resolution was adopted:

> RESOLVED, That the sum of Fifty-two thousand Dollars ($52,000), or so much thereof as may be needed, be, and it hereby is, appropriated for the establishment of Divisions of School Libraries in State Departments of Education of Louisiana and North Carolina for the periods mentioned, beginning on or about July 1, 1929:
>
> | | |
> |---|---|
> | Louisiana | not more than 4 years |
> | North Carolina | not more than 4 years |
>
> allocations and all details connected therewith being referred to the executive officers with power, provided that the maximum sum allocated annually to any state shall not exceed Six thousand five hundred Dollars ($6,500) and that assistance for this purpose from the General Education Board shall not be continued beyond the periods specified, the appropriation to be charged to current income.

In the case of North Carolina the Board's appropriation dates from July 1, 1930 and terminates June 30, 1934. The following allocations/made for the fiscal years 1930-1931, 1931-1932 and 1932-1933:

	1930-1931	1931-1932	1932-1933
Salary of Library Assistant	$ 2,500	$ 2,625	$ 2,750
Salary of Stenographer	1,500	1,500	1,500
Traveling expenses	1,200	1,200	1,200
Supplies	200	200	200
	$ 5,400	$ 5,525	$ 5,650

In a letter dated April 25, 1933, Superintendent Allen states that the budget for 1933-1934 will be as follows:

Salary of Director	$ 2,875	
Stenographic assistance	1,500	
Travel	1,200	
Supplies	200	$5.775

The executive officers hereby release to the State Department of Education of North Carolina the sum of $5,775, or as much thereof as may be needed, for maintenance of the Division of School Libraries for the fiscal year beginning July 1, 1933, in accordance with the itemized budget submitted by Superintendent Allen under date of April 25, 1933. The Auditor is authorized to make the necessary arrangements with regard to payments.

Approved _____
Secretary

_____
Vice-President

_____
President

IMD MVE

JUN 22 1933

NC-254

	ABA			
	MPH			
	H.S.			

May 25, 1933

My dear Superintendent Allen:

I am happy to report that in accordance with your letter of April 25, the officers have released to the State Department of Education of North Carolina the sum of $5,775 for maintenance of the Division of School Libraries for the fiscal year beginning July 1, 1933, to be applied as follows:

Salary of Director	$ 2,875	
Stenographic Assistance	1,500	
Travel	1,200	
Supplies	200	$5,775

This rounds out the Board's assistance for the four-year period covered by its action of May 23, 1929 about which you were notified under date of May 25, 1929.

Payments will be made in accordance with the procedure now followed by the Auditor in the case of similar appropriations to your Department.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

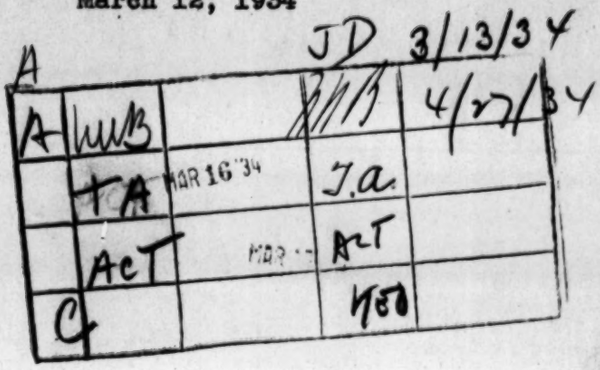
MAR 24 1934

NC-354

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 12, 1934

JD 3/13/34



Mr. Jackson Davis
General Education Board
804 Grace-American Building
Richmond, Virginia

Dear Mr. Davis:

Under the generosity of the General Education Board, we have been operating a Department of Library Service for several years. As I understand the matter, this grant expires on June 30, 1934. This work has been so satisfactory and has been so effective in the field that I should be very glad indeed if the General Education Board could see its way to keep it in operation for one more year.

Our General Assembly is not in session and will not be in session until 1934. Times were so hard when it met in 1933 that it didn't seem wise to take up with the Legislature the question of taking over any additional activities. I still think it would have been a futile undertaking even if we had given our entire strength to it. It looks now like times may be a little better when they meet in 1935, but I do not know whether we can do anything then or not. However, I should like very much to have this service continued.

Will you please advise me what action I should take in order to get the matter before the General Education Board for consideration. I shall be glad to file any reports or statements that may be in order in connection with this. Mrs. Douglas, in my opinion, has done a remarkably fine piece of work.

With high personal esteem, I am

Very sincerely yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

MAR 24 1934

NC-254

March 13, 1934

Hon. A. T. Allen
Superintendent of Public Instruction
Raleigh, North Carolina

My dear Mr. Allen:-

I have your letter of the 12th, requesting the General Education Board to continue for one year the grant for support of the Division of Library Service, which expires June 30, 1934. This matter will be considered at the next meeting of the Board. It might help if you would send us a statement showing the activities and accomplishments of this division.

With best wishes,

Sincerely yours,
(Signed) Jackson Davis

JD-W

FORM 664

MAY - 4 1934

NC - 254

GJB	mail	GW
AGA		AGA
HS		HS
MPH		MPH

April 27, 1934

My dear Superintendent Allen:

I am happy to report that in accordance with your request of March 12, 1934, the Executive Committee at its meeting on April 20, 1934, authorized continuation of the Board's grant for your Division of School Libraries for one year beginning July 1, 1934.

While your letter contained no budget, we assume that the apportionment of the grant is to be the same as for the current year, namely:

Salary of director	$2,675
Stenographic assistance	1,500
Travel	1,200
Supplies	200
	$5,775

If this is not correct, please inform us of any modifications that you wish to have made in order that the officers may be in position to instruct the Auditor in the matter of payments.

Sincerely yours,

W. W. BRIERLEY

Superintendent A. T. Allen
Department of Public Instruction
Raleigh, North Carolina

WWB:KBO

COPIES TO JD & LMF

OCT - 1 1934

NC - 254

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

August 28, 1934.

RS AUG 29 3-

Haskins & Sells,
Certified Public Accountants,
15 Broad Street,
New York City.

Gentlemen:

Mr. Arthur G. Ashby of the General Education Board has forwarded to us certain sheets for our signature showing the receipt and expenditure of General Education Board funds from July 1, 1933, to June 30, 1934. I have signed all these sheets except the one pertaining to the Division of School Libraries. I am unable to reconcile our figures with the ones shown on this sheet.

I suppose the difficulty is due to the fact that our records show the receipts and disbursements by us from July 1, 1933, to June 30, 1934, whereas the figures sent to us by Mr. Ashby include only the expense accounts actually in the hands of the General Education Board during this period.

I am giving below a statement which appears to be the transactions for the Division of School Libraries on the same basis and comparable with the figures contained on the enclosed sheets for the other divisions of this department.

July 1, 1933, Balance to be accounted for		$ 683.81
Payments made during the year		1,400.00
		$ 2,083.81
Less:		
Expenditures reported for the year .	$ 947.33	
Refunds made	531.14	$ 1,478.47
June 30, 1934, Balance to be accounted for		$ 605.34

If the statement which I have given above and the statement of receipts and disbursements which we sent to the General Education Board on July 30th do not give you the necessary information, we shall be glad to furnish any information at our disposal.

Very truly yours,

C. D. Douglas,
Director of Finance.

Copy to:

Mr. Arthur G. Ashby, Assistant Auditor,
General Education Board,
New York City.

FORM 434

OCT - 1 1934

NC - 254

AGA		

Re: GI 2308 Division of School Libraries - Advance Account for year 1933-34.

September 17, 1934

My dear Superintendent Allen:

In accordance with your letter to Haskins and Sells of August 28, we give below an itemized statement of your account for reconciliation with your records. If you find this correct, will you kindly approve and return to them the enclosed summary statement?

July 1, 1933 Balance to be accounted for		$763.81
Less:		
Traveling expenses of M. P. Douglas for:		
April, 1933	$85.48	
May	37.91	
June	89.39	
Library supplies for 1932-33 in accordance with statement dated July 12, 1933	19.89	
	$232.67	
Refund of unexpended balance for 1932-33	531.14	763.81
		-
Payments made by the General Education Board for travel and supplies during 1933-34		$1,400.00
Expenditures reported for the year as follows:		
Traveling expenses of M. P. Douglas for:		
August, 1933	$130.97	
September	103.74	
October	134.77	
November	58.64	
December	74.71	
January, 1934	89.93	
February	31.51	
March	43.39	
April	84.18	751.84
June 30, 1934 Balance to be accounted for		$ 648.16

Very truly yours,

GEORGE J. BEAL

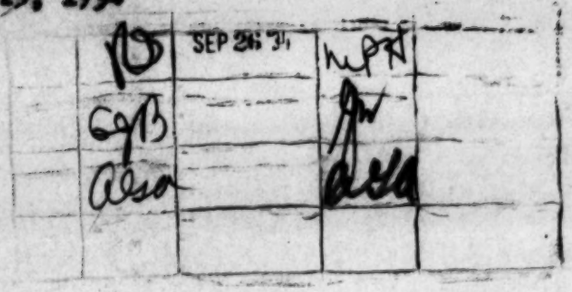
Superintendent A. T. Allen
State Department of Education
Raleigh, North Carolina

Enc.

OCT - 1 1934

NC-254

September 25, 1934



Haskins and Sells,
Certified Public Accountants,
15 Broad Street,
New York City.

Gentlemen:

We received several days ago Mr. Beal's letter in which he gave detailed information explaining the figures in connection with the Board's appropriation for the Division of School Libraries in this State for 1933-34.

Mr. Beal's letter enables me to find the difference between our records and those of the General Education Board. It seems that the Statements which we have received from the Board did not take into consideration the expense account of Mrs. Mary P. Douglas for July 1933 in the amount of $42.82. This was mailed from this office along with the August expense account on September 20, 1933.

Our records therefore show the following:

July 1, 1933, Balance to be accounted for.....		$763.81
Payments made during the year.....		1,400.00
		$2,163.81
Less:		
Expenditures reported for the year	$1,027.33	
Refunds made	531.14	1,558.47
June 30, 1934, Balance to be accounted for		$ 605.34

Yours very truly,

G. D. Douglas,
Director of Finance.

CC-Mr. George J. Beal,
Auditor General Education Board,
49 W. 49th Street,
New York City.

FDD:VL

ne-254

JUN - 6 1935

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	WWB		WWB	
	TA	JUN-7'35	TA	
	AMJ	JUN-6 35	AMJ	

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

June 3, 1935

Mr. Leo M. Favrot
804 Grace American Building
Richmond
Virginia

Dear Mr. Favrot:

You will be glad to know, I am sure, that the last legislature made provision for the continuance of school library work through the Department of Public Instruction. Dr. Erwin, our State Superintendent of Schools, is most sympathetic toward the library program and will do all that he can to further it. He has asked me to continue the work, and I shall be happy to do it.

I have not yet given up my dream of a special library helper for work with the negro schools. There is so much interest that I am sure she would be invaluable.

As I look back over the past five years, I find them very happy ones. I believe that we have accomplished much and that we are on the way to doing more. The sympathy and understanding of your board has made much of this possible. May I express a personal thanks to you for giving me the opportunity to carry on the work and for the many other favors I have received from the General Education Board.

Sincerely yours,

Mary Peacock Douglas

Mary Peacock Douglas,
State Director of School Libraries

MPD:nes

NC - 254

JUN - 6 1935

June 4, 1935

My dear Mrs. Douglas:

I am very glad to learn from your letter of June 3 that the State of North Carolina has made provision for the continuance of library work in the State Department of Public Instruction. It was gratifying to know that Superintendent Erwin has asked you to continue this service and that you are planning to carry forward the work that you have done so well during the past five years.

I am passing your letter on to our officers in New York and I am sure they will be gratified at your expressions of appreciation for the opportunity to inaugurate this work.

With all good wishes,

Sincerely yours,

Mrs. Mary Peacock Douglas
State Department of Public Instruction
Raleigh, North Carolina

LMF:LC

FORM 624

NC-254

OCT 11 1937

October 5,1937

Dear Mrs. Douglas:

We recently received from Mrs. Ruth Theobald Young of Kentucky a report of the Supervisor of Public School Libraries for the four-year period from 1933-1937. This is the period during which the General Education Board supported this work in the State of Kentucky. I find a similar report in the files, dated December 31, 1936, from Miss Willie M. Welch of Alabama.

Would it be asking too much of you to prepare a brief statement of your services in N.Carolina during the time when that work was supported by the General Education Board? I note that Mrs. Young's and Miss Welch's reports cover seven to eight typed pages, double space, and I am sure that will be ample for our purpose.

It would be interesting to offer any evidence that you may have of the growth of the library work in your State. New legislation and increased appropriations for school libraries would be significant. Perhaps the biennial reports of the State Department of Education to the Legislature furnish such material, and you might be in a position to summarize these statements. It might be well also to give your present status in the State in this work as to salary; in other words, our officers would be interested to know whether the State is continuing this work on the same or a better basis than the General Education Board provided for its inauguration.

I realize that I am asking a good deal of a busy person. It may be during the past years you have supplied this type of information, but we do not readily find in the files the kind of thing we would like to have.

Sincerely yours,

L. M. FAVROT

Mrs. Mary P. Douglas
State Department of Education
Raleigh
North Carolina

LMF:DH

NC254

MAY 12 1938

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

October 18, 1937

	LMF	OCT 19 '37	LMF	10/21
	LMF			

Mr. Leo M. Favrot,
Field Agent,
General Education Board,
49 West 49th Street,
New York, N. Y.

Dear Mr. Favrot:

I am so glad to supply you with a summary of my activities during the period when the work was supported by the General Education Board.

According to my files I did send such a report at the expiration of the five year period. I am sending a copy of this same report, together with a brief addenda giving information about my own salary.

You and your Board can never know how truly thankful I am for the opportunities you gave me. I hope that my work has justified your faith in it.

If this report is not altogether what you want, I shall be glad to prepare another following any suggestions which you may give.

Sincerely yours,

Mary Peacock Douglas

Mrs. Mary Peacock Douglas
School Library Adviser

MPD:ET

FORM 684

MAY 12 1938

L MF		LMF

nc254

October 21, 1937

My dear Mrs. Douglas:

Thank you for your letter of October 18th. In moving our offices from Baton Rouge and Richmond it has not been easy to put our hands on things that might have been on file in the southern offices. I appreciate very much your sending me a copy of the report on the activities of the Division of School Libraries for the five-year period July 1,1930 - June 30,1935. I have not yet had time to read it but will do so at the first opportunity.

Sincerely yours,

L. M. FAVROT

Mrs. Mary Peacock Douglas
School Library Adviser
State Department of Public Instruction
Raleigh, North Carolina

LMF:DH

MAY 12 1938

NC254

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Raleigh, North Carolina

ACTIVITIES OF DIVISION OF SCHOOL LIBRARIES
July 1, 1930 - June 30, 1935
Mary Peacock Douglas, Director

The Division of School Libraries in the State Department of Public Instruction, Raleigh, North Carolina, was begun July 1, 1930, through the generosity of the General Education Board, which appropriated funds for the salary of the director, traveling expenses, salary of a secretary, and funds for supplies for a period of five years. The following report shows the activities carried on during the five year period and the improvements in certain phases of the work.

I. GROWTH INDICATED BY STATISTICS FROM YEARLY REPORTS

1. Since the work of the Division of School Libraries began July 1, 1930, statistics for the school year 1929-30 are given to show the library situation when the work began.

While expenditures decreased considerably during the period, the upward trend in the past three years shows a definite interest and considerable effort. The reduction in the number of volumes between 1933-34 and 1934-35 is largely a result of a drive to discard out-of-date and undesirable material from the libraries. The increased circulation is partially due to the increased teaching of lessons on the use of the library. Another result of this is that books are being better cared for and more appreciatively used. The improved organization has also increased the use of the library. The fact that the books are being kept mended has improved their usefulness and has decreased the yearly book loss.

A better understanding of the library on the part of the principals and superintendents has resulted in the number of trained librarians employed. The numbers indicated show the trained librarians assigned to the library for half day or more. There were in 1933-34, in addition, 199 full time teachers with some library training who had charge of their respective school libraries as extra-curricula activities.

Year	No. Schools Reporting	No. Vols. in Library	Av. No. Books per Pupil	Amount Expended	No. Librarians with Training
1929-30*	**	1,054,852	2.6	$128,441.55	11
1930-31	1412	892,074	2.6	120,281.86	75
1931-32	1586	1,243,635	2.6	80,410.32	84
1932-33	1758	1,286,558	3.1	85,403.08	87
1933-34	1838	1,518,406	3.1	110,267.84	88
1934-35	1898	1,482,889	2.3	112,748.83	197

*Statistics obtained from report of State Superintendent.
**Statistics not available.

Year	Circulation	Average Circulation per pupil
*		
1931-32	3,901,086	6.5
1932-33	4,237,366	8.9
1933-34	4,268,048	6.4
1934-35	4,438,210	6.8

*Statistics not available for 1929-30 and 1930-31.

2. Publicity and dissemination of information regarding the library.

a. Number of schools visited---------- 624
b. Counties visited for definite work in schools---------- 95
c. Teachers meetings attended---------- 107
d. Pre-school conferences of Superintendents and Principals attended---------- 111
e. Articles prepared for publications--------- 46
f. Radio programs given---------- 28
g. Other meetings attended---------- 192
h. Mimeographed bulletins prepared and distributed---------- 13

II. PREPARATION OF BOOK LISTS

1. List of books for school libraries - elementary and high - approved by the State Department of Public Instruction, and subsequent yearly supplements. The sales of the North Carolina Education Association Book Depository of books from this list shows its wide usefulness.

2. Special lists by subject to meet certain requirements, such as:

a. List of Science books to answer attainments set up in State Course of Study in Elementary Science.
b. List of easily graded inexpensive titles for independent reading in the grades. Revised yearly.
c. List of books for one and two teacher Negro elementary schools at cost not to exceed $20.00.
d. List of Free and Inexpensive Materials helpful in class work.
e. List of books by and about the Negro for School Libraries.

Such lists are asked for so frequently that they have been mimeographed and mailed on request. The fact that such service is so frequently requested shows the interest and need for such service.

3. List of books to be purchased for a given school, based on the books already owned by the school. This service is given at the request of any superintendent or principal. Approximately 200 such lists have been made involving expenditures ranging from $10.00 to $750.00. This has resulted in a better graded and more well-rounded selection of books in most of these schools.

III. ORGANIZATION OF LIBRARY COLLECTIONS

1. Demonstrations and classes have been held with county groups on (a) mending books, (b) teaching the use of books (for which mimeographed outlines have been prepared), (c) simple library organization including especially accessioning, marking, and circulating. Such meetings have been held in 31 counties.

The mending of the books in these counties has resulted in a more serviceable collection, an improved attitude toward books on the part of the pupils, more pride in both the appearance and use of the library, and a decided increase in the use of the books.

2. Books in 107 libraries, 54 high schools and 53 elementary schools have been classified and marked by the Director.

3. Lists of books from 256 schools, 111 high schools and 145 elementary schools, have been classified by the Director and direction for marking the books given, so that it can be done in the school.

This type of service has resulted in an improved use of the books because the organization makes it easy to locate materials on various subjects.

4. Mimeographed bulletins on library problems and organizations have been prepared and distributed.

IV. PLANNING OF LIBRARY ROOMS - EQUIPMENT, ARRANGEMENT, ETC.

This type service has been given to about 50 schools. In some instances new buildings were being erected, in others additions were being made to the building, elsewhere remodeling was done.

The difference in the usefulness of arrangement and equipment in these schools has been a revelation to many principals. The cost has been no more, but the service has doubled. One principal remarked that he didn't know he had such a satisfactory book collection before he saw it in a satisfactory setting.

V. SURVEY OF LIBRARY CONDITIONS IN ALL NORTH CAROLINA SCHOOLS WHICH ARE MEMBERS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

This was for the purpose of improving conditions in the larger school libraries and for encouraging better practices.

VI. DEMONSTRATION OF FOUR PROFECTS IN COUNTY SCHOOL LIBRARY DEVELOPMENT

1. A trained school librarian for the county, working from school to school.

2. One school in county organized by the Director visited each six weeks, and a stimulating program carried on by principal and English teacher. This was a demonstration center for the county, and was to be followed by the other schools which were visited by the Director twice during the year.

3. Technical work in all consolidated schools in the county done by the Director, assisted by the County Supervisor, principal and teachers in each school. Program outlined by the Director carried on under supervision of County Superintendent and Supervisor.

4. Entire county group studying school libraries and putting program into practice in the classrooms. Technical work done by teacher-librarian under direction of Director. County-wide monthly teachers meetings centering about the library resulted in marked increase in use and interest in the 13 counties using this topic.

ADDENDA OCTOBER 1937

At the expiration of the support of the Division of School Libraries by the General Education Board, the work was continued by appropriation by the State Legislature. While the expenditure for the work was less, the cuts were in keeping with those made to other members of the Department. The salaries paid to the school library director and to her secretary were on a par with other State salaries and have continued to be. The salary of the director began at $2500 a year in 1930 under the General Education Board. In 1937 the salary now paid is $2550 a year. The travel allotment is a little less than half that appropriated by the General Education Board ($1200 a year), but is exactly that appropriated ($500) for all other field workers in the Department.

A copy of the February 1937 State School Facts is being attached since it gives a picture of all school library development in the State and shows so clearly the increased appropriation by the State since its first appropriation of $2,500 in 1901-1902. Attention is called to the marked increase between 1930-1931, which happens to be the date of the inauguration of School Library Service, and that for 1931-1932. The appropriation for 1937-1938 is approximately $55,000 which is more than double that for 1936-37. This is an annual increase of $48,000 since the beginning of the library activities with the help of the General Education Board.

MAY 12 1938

N C 254

"The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right."—*Constitution.*

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

"The equal right of every child born on earth to have the opportunity to burgeon out all that is within him."—AYCOCK.

FEBRUARY, 1937 | RALEIGH, NORTH CAROLINA | VOL. IX, NO. 5

Entered as second-class matter October 19, 1936, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.

Public School Libraries

The need for books to read and the use of these books when they have been secured is strikingly shown by statistics of the number of books owned and of the number of books circulated in North Carolina public schools. These two items are commonly used as an index to simple library service.

Historical Aspect

A conscious need for books other than textbooks in the public schools dates back to the beginning of the twentieth century. It was in 1901 that the Legislature first expressed its concern for better school library facilities. At that time the General Assembly made an appropriation of $2,500 to aid in the purchase of books for free public school libraries. The sum, which appeared munificent at the time, actually was an average of about one-half penny per pupil then enrolled in the public schools.

This law stimulated the establishment of original libraries in many of the rural schools of the State. Whenever the patrons of the school and the county board of education each raised the sum of ten dollars, the State Board of Education would contribute from the $2,500 fund appropriated by the General Assembly another ten dollars. At an approximate cost of one dollar a volume, this fund would supply about thirty books to each school participating.

In 1903 the General Assembly added $1,250 to the $2,500 annual appropriation to be spent in supplementing the originally established libraries, this amount to be spent in the same manner on a $5.00 basis. In 1921, the basis of distribution was changed to twenty and ten dollars for original and supplemental libraries, respectively, instead of ten and five as it had been.

The years from 1901 to 1923 marks a distinctive period of this story. This was a period of very small State aid to, for the most part, many small schools. The number of original libraries aided by the State during this period was 4,005, and the number of supplemental libraries was 1,139. The following table shows the number of schools participating in the period of State aid on a matching basis and also the total amounts actually expended year by year for school libraries during the same period:

Year	State Aid	Total Expenditure for School Libraries
1901-1902	$ 2,500.00	
1902-1903	2,500.00	
1903-1904	3,750.00	
1904-1905	3,750.00	$ 10,189.72
1905-1906	3,750.00	13,720.68
1906-1907	3,750.00	12,521.90
1907-1908	3,750.00	14,324.95
1908-1909	3,750.00	13,988.97
1909-1910	3,750.00	12,082.30
1910-1911	3,750.00	11,957.29
1911-1912	3,750.00	11,593.83
1912-1913	3,750.00	15,476.66
1913-1914	3,750.00	13,541.52
1914-1915	3,750.00	17,730.22
1915-1916	3,750.00	16,844.13
1916-1917	3,750.00	19,072.83
1917-1918	3,750.00	18,467.36
1918-1919	3,750.00	12,088.03
1919-1920	2,445.00	13,964.89
1920-1921	1,380.00	9,603.14
1921-1922	3,750.00	12,711.94
1922-1923	3,668.87	30,300.71
1923-1924	3,750.00	66,513.11
1924-1925	3,750.00	59,344.02
1925-1926	3,550.00	89,380.46
1926-1927	3,750.00	116,011.27
1927-1928	9,050.00	117,933.30
1928-1929	10,750.00	123,295.91
1929-1930	8,200.00	161,004.95
1930-1931	7,000.00	139,793.65
Total	$126,543.87	$1,153,457.74

In 1931 the General Assembly enacted legislation for State support of a minimum school program. This meant that the State assumed the financial responsibility for providing to every child in the State equal opportunity in the offerings of the public school. The upkeep of the school library was recognized as a necessary expenditure and funds were allotted for the purchase of library supplies, mending materials, and, to a limited extent, replacement of worn-out and out-of-date books. The funds were estimated on the basis of average daily attendance. The amount has varied from year to year but the allotment has been made each year in accordance with the plan adopted in 1931. The annual amount of State aid under this plan has been larger than that used each year on a matching basis and the distribution of the money has

This resolution bore fruit in the new standards requiring all accredited high schools of twelve or more teachers to employ full-time librarians who hold grade A Certificates and who have credits of twenty-four or more semester hours in library science.

Before this standard was formulated, however, the Division of Certification had acted in 1931 to set up requirements of a minimum of fifteen semester hours in library science as a basis for adding this subject to a grade A certificate already held or for acquiring a library science subject certificate. These regulations are now being revised to conform with the standards set up for accredited high schools.

Statistics regarding the employment of librarians with training are available only since 1929, but these show the increasing demand for people trained to administer the school library. The following table shows the number of librarians and teachers in charge of the libraries who have taken courses in library science:

Year	Whole-time	Part-time	Extra Activity	Total
1929-1930	11	13		24
1930-1931	48	27		75
1931-1932	55	29	205	289
1932-1933	58	29	161	248
1933-1934	42	46	199	287
1934-1935	43	48	191	282
1935-1936	55	75	213	343

Elementary Schools

While the high school libraries have received the first and major emphasis in school library development, the elementary school library is coming into its own and is now being recognized as a necessity in the educational program. As with the high school the first marked consideration of its needs is closely related to standards for accrediting. Since 1924, when the first such standards were set up, the elementary school library has become increasingly important. For a number of years following this requirement of three hundred books selected from approved lists, the major use of the elementary school library collection was for reading for pleasure. Only a few teachers recognized the possibilities of relating some of the reading to the class assignments. While this general reading no doubt did much to improve the reading abil-

books per pupil is at the head of the list. From this high of 6.6 books per student the range is downward to .9 book in Alleghany County, with no report from Cherokee County. The table shows interesting comparisons and can serve as a guide for concentration of effort in providing more uniform school library facilities throughout the State.

PUBLIC SCHOOL LIBRARIES, 1935-1936

1. Summary—All Schools

Administrative Units	WHITE: Number of Volumes in Libraries: Elementary	High School	Total	Volumes Per Pupil: '25-'26	'35-'36	Rank	COLORED: Number of Volumes in Libraries: Elementary	High School	Total	Volumes Per Pupil: '25-'26	'35-'36	Rank
State	829,842	698,978	1,528,820	1.2	2.5	6	114,763	95,640	210,403	.2	.8	6
County	549,199	509,931	1,059,130	1.0	2.3	7	62,824	46,095	108,919	.1	.6	7
City	280,643	189,047	469,690	1.6	2.9	3	51,939	49,545	101,484	.5	1.3	5
Group I	124,380	62,749	187,129	1.5	3.0	1	24,124	14,109	38,233	.5	1.2	3
Group II	56,991	33,805	90,796	1.6	3.0	1	12,534	12,199	24,733	.5	1.6	1
Group III	50,734	38,776	89,510	1.6	2.9	3	8,278	11,350	19,628	.5	1.6	1
Group IV	48,538	53,717	102,255	....	2.7	5	7,003	11,887	18,890	....	1.2	3

2. County Units

Richmond	16,659	6,879	23,538	1.7	6.6	1	593	415	1,008	....	.4	52
Currituck	4,920	2,092	7,012	3.1	6.3	2	451	401	852	....	1.2	5
Northampton	7,265	6,952	14,217	1.4	5.2	3	1,208	1,609	2,817	....	.5	44
Wilson	12,481	6,892	19,373	1.1	4.8	4	1,113	.....	1,113	....	.4	52
Pasquotank	2,578	2,372	4,950	1.2	4.5	5	1,027	.....	1,027	.2	1.0	15
Hyde	2,068	2,861	4,929	1.3	4.3	6	238	162	400	.1	.4	52
Dare	2,828	2,835	5,663	1.3	4.0	7	43	.....	43	....	.4	52
Bertie	6,750	4,978	11,728	1.5	3.9	8	1,207	845	2,052	.1	.4	52
Lenoir	6,400	8,429	14,829	1.1	3.9	8	904	305	1,209	....	.4	52
Camden	1,165	1,637	2,802	1.4	3.7	10	88	12	100	.5	.2	74
Gates	3,060	2,493	5,553	1.2	3.7	10	193	400	593	.1	.4	52
Orange	8,500	2,350	10,850	1.4	3.6	12	380	150	530	.5	.3	66
Alamance	9,052	11,990	21,042	1.9	3.5	13	853	490	1,343	.1	.7	26
Edgecombe	5,287	5,146	10,433	1.0	3.5	13	5,128	447	5,575	.2	1.1	7
Franklin	6,340	7,100	13,440	1.1	3.5	13	53	543	596	.1	.2	74
Carteret	6,982	5,142	12,124	1.8	3.3	16	148	742	890	.3	1.0	15
Washington	1,671	3,297	4,968	1.8	3.2	17	.....	600	600	.1	.4	52
Chowan	1,100	900	2,000	2.7	3.1	18	200	.....	200	.2	.5	44
Iredell	10,512	9,815	20,327	1.1	3.1	18	724	280	1,004	.1	.6	36
Perquimans	1,870	1,955	3,825	1.4	3.1	18	457	1,342	1,799	.2	1.2	5
Caswell	5,245	4,057	9,302	.9	3.0	21	825	425	1,250	....	.4	52
Rutherford	17,652	12,100	29,752	.8	3.0	21	2,112	485	2,597	....	1.4	2
Vance	3,394	2,100	5,494	.8	3.0	21	1,145	.....	1,145	.3	.6	36
Anson	4,125	3,575	7,700	1.1	2.9	24	300	150	450	....	.1	81
Union	12,755	9,606	22,361	1.1	2.9	24	1,000	.....	1,000	....	.4	52
Cumberland	8,820	6,000	14,820	.4	2.8	26	1,850	375	2,225	....	.7	26
Moore	5,348	7,912	13,260	1.7	2.8	26	521	1,417	1,938	.4	.8	19
Nash	10,596	8,716	19,312	1.0	2.8	26	1,371	898	2,269	.2	.5	44
Pitt	10,984	7,594	18,578	1.1	2.8	26	453	1,265	1,718	....	.3	66
Swain	5,044	3,303	8,347	.8	2.8	26	35	.....	35	....	....	....
Halifax	3,730	2,194	5,924	2.5	2.7	31	2,174	541	2,715	.1	.4	52
McDowell	4,528	3,160	7,688	2.0	2.7	31	153	.....	153	1.3	.6	36
Pamlico	1,262	3,520	4,782	2.8	2.7	31	1,291	112	1,403	.2	1.3	3
Scotland	3,666	3,235	6,901	2.5	2.7	31	.....	475	475	.8	.1	81
Warren	3,259	3,584	6,843	3.3	2.7	31	2,361	1,661	4,022	.2	.8	19
Buncombe	14,067	20,694	34,761	1.3	2.6	36	750	.....	750	.1	1.1	7
Craven	4,206	2,897	7,103	1.0	2.6	36	786	114	900	....	.4	52
Durham	6,200	4,100	10,300	1.6	2.6	36	1,300	600	1,900	.5	1.1	7
Granville	2,544	4,423	6,967	1.1	2.6	36	300	.....	300	....	.1	81
Jones	1,500	3,000	4,500	.8	2.6	36	600	350	950	.3	.6	36
Person	4,994	4,974	9,968	1.2	2.6	36	370	356	726	....	.3	66
Watauga	6,253	5,284	11,537	1.0	2.6	36	.....	.....	.....	....	....	....
Catawba	8,108	6,596	14,704	.9	2.5	43	570	122	692	....	1.1	7
Lee	2,305	2,195	4,500	.5	2.5	43	903	742	1,645	.1	1.1	7
Polk	2,906	1,758	4,664	1.8	2.5	43	200	.....	200	.5	.8	19
Wayne	8,234	5,031	13,265	1.3	2.5	43	525	307	832	.1	.2	74
Chatham	5,497	4,903	10,400	1.0	2.4	47	118	615	733	....	.3	66
New Hanover	10,244	5,049	15,293	1.5	2.4	47	1,000	.....	1,000	.5	.3	66
Tyrrell	1,177	684	1,861	.6	2.4	47	154	359	513	....	.7	26
Cabarrus	6,586	4,392	10,978	†.7	2.3	50	1,158	.....	1,158	....	.9	18

These two items are commonly used as an index to simple library service.

Historical Aspect

A conscious need for books other than textbooks in the public schools dates back to the beginning of the twentieth century. It was in 1901 that the Legislature first expressed its concern for better school library facilities. At that time the General Assembly made an appropriation of $2,500 to aid in the purchase of books for free public school libraries. The sum, which appeared munificent at the time, actually was an average of about one-half penny per pupil then enrolled in the public schools.

This law stimulated the establishment of original libraries in many of the rural schools of the State. Whenever the patrons of the school and the county board of education each raised the sum of ten dollars, the State Board of Education would contribute from the $2,500 fund appropriated by the General Assembly another ten dollars. At an approximate cost of one dollar a volume, this fund would supply about thirty books to each school participating.

In 1903 the General Assembly added $1,250 to the $2,500 annual appropriation to be spent in supplementing the originally established libraries, this amount to be spent in the same manner on a $5.00 basis. In 1921, the basis of distribution was changed to twenty and ten dollars for original and supplemental libraries, respectively, instead of ten and five as it had been.

The years from 1901 to 1923 marks a distinctive period of this story. This was a period of very small State aid to, for the most part, many small schools. The number of original libraries aided by the State during this period was 4,995, and the number of supplementary additions was 2,344. In many places these small libraries constituted the entire community reading resources other than the Bible and the textbooks secured for school age children. While no statistics are available showing the use of these books, local residents say they were read to shreds by young and old alike.

In 1923 the basis of distribution was changed to $50.00 and the administration of the fund was modified. Only union, elementary and high schools were to be aided. "When the patrons and friends of any union school," the law read, "in which a standard high school is or is to be maintained shall raise by private subscription and tender to the treasurer of the county school fund for the establishment of a library to be connected with the school the sum of fifty dollars, the county board of education shall appropriate from the operating and equipment fund the sum of fifty dollars for this purpose.

"As soon as the county board shall have made an appropriation for the library in the manner prescribed, the county superintendent shall inform the Secretary of the State Board of Education of the fact, whereupon the State Board, if the funds on hand are sufficient, shall remit to the treasurer of the county school fund the sum of fifty dollars additional for the purchase of books."

The State Board of Education was given authority by this law to adopt rules and regulations governing the establishment of public school libraries receiving State aid as would best serve the educational interests of the people. This plan of matching funds continued in effect until 1931 when the General Assembly passed laws for the minimum support of the State school program. During this period the establishment of many permanent school library book collections was effected.

Expenditures

During the first two years of the history of State aid to rural school libraries, the sum of $2,500 a year was appropriated. From 1903-1904 to 1926-1927 the sum of $3,750 annually was appropriated. The General Assembly of 1927 made an appropriation of $10,000 a year for establishing rural school libraries under the provisions of the 1923 law. This continued in effect through the school year 1931 and constituted an amount of approximately 1.2 cents per pupil enrolled.

In this period the schools and local communities were active in increasing the amount contributed by the State. The State fund was a stimulating factor in the establishment of constantly improving libraries. The following table gives the amounts actually expended by the State during

		Libraries
1901-1902	$ 2,500.00	
1902-1903	2,500.00	
1903-1904	3,750.00	
1904-1905	3,750.00	$ 10,189.72
1905-1906	3,750.00	13,720.68
1906-1907	3,750.00	12,521.90
1907-1908	3,750.00	14,324.95
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1921-1922	3,750.00	12,711.94
1922-1923	3,668.87	30,300.71
1923-1924	3,750.00	66,513.11
1924-1925	3,750.00	59,344.02
1925-1926	3,550.00	89,380.46
1926-1927	3,750.00	116,011.27
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Total	$126,543.87	$1,153,457.74

In 1931 the General Assembly enacted legislation for State support of a minimum school program. This meant that the State assumed the financial responsibility for providing to every child in the State equal opportunity in the offerings of the public school. The upkeep of the school library was recognized as a necessary expenditure and funds were allotted for the purchase of library supplies, mending materials, and, to a limited extent, replacement of worn-out and out-of-date books. The funds were estimated on the basis of average daily attendance. The amount has varied from year to year but the allotment has been made each year in accordance with the plan adopted in 1931. The annual amount of State aid under this plan has been larger than that used each year on a matching basis and the distribution of the money has affected many more schools.

The following table is a continuation of the previous one, showing the expenditure of funds since the program of State support has been undertaken:

Year	State Aid	Total Expenditure for School Libraries
1931-1932	$ 25,308.69	$ 91,437.72
1932-1933	28,557.10	109,297.69
1933-1934	16,505.06	69,642.83
1934-1935	14,661.46	98,244 02
1935-1936	24,180.74	(Not available)
Total	$109,212.05	$368,622.26

With the change in methods of instruction and with the requirements regarding libraries in accredited schools, funds for providing the book needs increased. The economic situation of the past few years is very definitely reflected in the expenditures, but even at the lowest point, the library has received consideration.

High School Standards

In 1921 with the setting up of standards for accredited high schools which included a minimum of three hundred library books, high school libraries have shown marked improvement. These books were designated by subject to include poetry, history, biography, vocational material, and other subjects related to class work as well as readable approved books of fiction. With the realization that such a limited number of books could not meet the needs of larger schools, new standards to become effective in 1939 were adopted in 1935. These new standards in addition to the above requirement designate an average of three books per pupil as the minimum book collection. Standards for the room and its equipment, for the librarian and her training, and the organization and use of the books also have been set up.

Librarian

The fact that a librarian or library-teacher is of major importance in the administration of the school library if its assets are to prove most valuable has received only recent recognition. The first expression regarding the librarian in the scheme of school accrediting came from the School Libraries Section of the North Carolina Education Association in 1927 when the following resolution was submitted to the State Department of Public Instruction:

"Be it resolved that the accrediting authorities of standardization of North Carolina high schools be asked to provide that the 1AA high schools of the State should have a full-time librarian. Be it further resolved that the librarian employed should hold a grade A Certificate and should have had at least a six weeks' course in library science."

basis for [illegible] grade A certificate already held or for acquiring a library science subject certificate. These regulations are now being revised to conform with the standards set up for accredited high schools.

Statistics regarding the employment of librarians with training are available only since 1929, but these show the increasing demand for people trained to administer the school library. The following table shows the number of librarians and teachers in charge of the libraries who have taken courses in library science:

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Elementary Schools

While the high school libraries have received the first and major emphasis in school library development, the elementary school library is coming into its own and is now being recognized as a necessity in the educational program. As with the high school the first marked consideration of its needs is closely related to standards for accrediting. Since 1924, when the first such standards were set up, the elementary school library has become increasingly important. For a number of years following this requirement of three hundred books selected from approved lists, the major use of the elementary school library collection was for reading for pleasure. Only a few teachers recognized the possibilities of relating some of the reading to the class assignments. While this general reading no doubt did much to improve the reading abilities and tastes of the pupils, the largest service of the books was not recognized. With the new standards, effective in 1939, which include the organization of the library and lessons on the use of books as well as an average of two books per pupil, more emphasis is being placed on the use of the books in connection with the course of study.

Circulation

That the books in both the elementary and high schools are being read is evidenced by circulation statistics. It is only for a limited number of years that such statistics have been kept in the schools. Many schools do not now report information regarding the use of available library books. So far as it is available, however, the figures show wide reading on the part of the boys and girls. The table below shows circulation as given on library reports received each year noted from elementary and high schools of both races.

Year	Circulation	Average Per Pupil
1931-1932	3,901,086	6.5
1932-1933	4,237,366	8.9
1933-1934	4,268,048	7.2
1934-1935	4,438,210	7.5
1935-1936	4,490,035	8.1

Number of Books

The number of good books available materially affects the circulation. The growing practice of selecting books from carefully prepared graded lists is making the library collection more useful. The increase year by year in the number of books in the school libraries must be considered in relation to the number of pupils in the schools if a true understanding of their possible use is to be gained. The number of books per pupil is considerably larger in high schools than in elementary schools, but the average number of books per pupil in elementary schools is growing. Available statistics for elementary and high schools for the past ten years show this improvement:

Year	Volumes in School Libraries	Volumes Per Pupil
1925-1926	703,418	.8
1926-1927	883,725	1.0
1927-1928	1,024,290	1.2
1928-1929	1,153,326	1.3
1929-1930	1,218,080	1.4
1930-1931	1,345,737	1.6
1931-1932	1,395,267	1.6
1932-1933	1,489,347	1.7
1933-1934	1,564,928	1.7
1934-1935	1,636,835	1.8
1935-1936	1,739,223	1.7

Statistics for Units

The number and average number of books per pupil in each of the counties and cities of the State shows the wide difference in school library facilities in the various sections. Richmond County, with an average of 6.6

Units	Elementary	High School	Total	'25-'26	'35-'36	Rank	Elementary	High School	Total	'25-'26	'35-'36	Rank
State	829,842	698,978	1,528,820	1.2	2.5	6	114,763	95,640	210,403	.2	.8	6
County	549,199	509,931	1,059,130	1.0	2.3	7	62,824	46,095	108,919	.1	.6	7
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Group I	124,380	62,749	187,129	1.5	3.0	1	24,124	14,109	38,233	.5	1.2	3
Group II	56,991	33,805	90,796	1.6	3.0	1	12,534	12,199	24,733	.5	1.6	1
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Currituck	4,920	2,092	7,012	3.1	6.3	2	451	401	852	....	1.2	5
Northampton	7,265	6,952	14,217	1.4	5.2	3	1,208	1,609	2,817	....	.5	44
Wilson	12,481	6,892	19,373	1.1	4.8	4	1,113	.....	1,113	....	.4	52
Pasquotank	2,578	2,372	4,950	1.2	4.5	5	1,027	.....	1,027	.2	1.0	15
Hyde	2,068	2,861	4,929	1.3	4.3	6	238	162	400	.1	.4	52
Dare	2,828	2,835	5,663	1.3	4.0	7	43	.....	43	....	.4	52
Bertie	6,750	4,978	11,728	1.5	3.9	8	1,207	845	2,052	.1	.4	52
Lenoir	6,400	8,429	14,829	1.1	3.9	8	904	305	1,209	....	.4	52
Camden	1,165	1,637	2,802	1.4	3.7	10	88	12	100	.5	.2	74
Gates	3,060	2,493	5,553	1.2	3.7	10	193	400	593	.1	.4	52
Orange	8,500	2,350	10,850	1.4	3.6	12	380	150	530	.5	.3	66
Alamance	9,052	11,990	21,042	1.9	3.5	13	853	490	1,343	.1	.7	26
Edgecombe	5,287	5,146	10,433	1.0	3.5	13	5,128	447	5,575	.2	1.1	7
Franklin	6,340	7,100	13,440	1.1	3.5	13	53	543	596	.1	.2	74
Carteret	6,982	5,142	12,124	1.8	3.3	16	148	742	890	.3	1.0	15
Washington	1,671	3,297	4,968	1.8	3.2	17	.....	600	600	.1	.4	52
Chowan	1,100	900	2,000	2.7	3.1	18	200	.....	200	.2	.5	44
Iredell	10,512	9,815	20,327	1.1	3.1	18	724	280	1,004	.1	.6	36
Perquimans	1,870	1,955	3,825	1.4	3.1	18	457	1,342	1,799	.2	1.2	5
Caswell	5,245	4,057	9,302	.9	3.0	21	825	425	1,250	....	.4	52
Rutherford	17,652	12,100	29,752	.8	3.0	21	2,112	485	2,597	....	1.4	2
Vance	3,394	2,100	5,494	.8	3.0	21	1,145	.....	1,145	.3	.6	36
Anson	4,125	3,575	7,700	1.1	2.9	24	300	150	450	....	.1	81
Union	12,755	9,606	22,361	1.1	2.9	24	1,000	.....	1,000	....	.4	52
Cumberland	8,820	6,000	14,820	.4	2.8	26	1,850	375	2,225	....	.7	26
Moore	5,348	7,912	13,260	1.7	2.8	26	521	1,417	1,938	.4	.8	19
Nash	10,596	8,716	19,312	1.0	2.8	26	1,371	898	2,269	.2	.5	44
Pitt	10,984	7,594	18,578	1.1	2.8	26	453	1,265	1,718	....	.3	66
Swain	5,044	3,303	8,347	.8	2.8	26	35	.....	35	....	....	....
Halifax	3,730	2,194	5,924	2.5	2.7	31	2,174	541	2,715	.1	.4	52
McDowell	4,528	3,160	7,688	2.0	2.7	31	153	.....	153	1.3	.6	36
Pamlico	1,262	3,520	4,782	2.8	2.7	31	1,291	112	1,403	.2	1.3	3
Scotland	3,666	3,235	6,901	2.5	2.7	31	.....	475	475	.8	.1	81
Warren	3,259	3,584	6,843	3.3	2.7	31	2,361	1,661	4,022	.2	.8	19
Buncombe	14,067	20,694	34,761	1.3	2.6	36	750	.....	750	.1	1.1	7
Craven	4,206	2,897	7,103	1.0	2.6	36	786	114	900	....	.4	52
Durham	6,200	4,100	10,300	1.6	2.6	36	1,300	600	1,900	.5	1.1	7
Granville	2,544	4,423	6,967	1.1	2.6	36	300	.....	300	....	.1	81
Jones	1,500	3,000	4,500	.8	2.6	36	600	350	950	.3	.6	36
Person	4,994	4,974	9,968	1.2	2.6	36	370	356	726	....	.3	66
Watauga	6,253	5,284	11,537	1.0	2.6	36	.....	.....	.....	....	....	....
Catawba	8,108	6,596	14,704	.9	2.5	43	570	122	692	....	1.1	7
Lee	2,305	2,195	4,500	.5	2.5	43	903	742	1,645	.1	1.1	7
Polk	2,906	1,758	4,664	1.8	2.5	43	200	.....	200	.5	.8	19
Wayne	8,234	5,031	13,265	1.3	2.5	43	525	307	832	.1	.2	74
Chatham	5,497	4,903	10,400	1.0	2.4	47	118	615	733	....	.3	66
New Hanover	10,244	5,049	15,293	1.5	2.4	47	1,000	.....	1,000	.5	.3	66
Tyrrell	1,177	684	1,861	.6	2.4	47	154	359	513	....	.7	26
Cabarrus	6,586	4,392	10,978	1.7	2.3	50	1,158	.....	1,158	....	.9	18
Hertford	3,000	1,000	4,000	1.3	2.3	50	2,000	900	2,900	.2	.8	19
Macon	6,400	2,600	9,000	1.6	2.3	50	130	.....	130	.7	1.0	15
Martin	4,044	4,382	8,426	1.1	2.3	50	1,170	1,786	2,956	.2	.8	19
Onslow	4,068	3,648	7,716	1.5	2.3	50	520	630	1,150	.1	.7	26
Wake	11,822	10,029	21,851	1.2	2.3	50	1,525	1,822	3,347	.1	.5	44
Davidson	7,833	7,371	15,204	.9	2.2	56	300	.....	300	....	.7	26
Johnston	13,583	15,032	28,615	.7	2.2	56	1,728	1,248	2,976	.2	.7	26
Montgomery	3,111	5,826	8,937	1.6	2.1	58	163	1,040	1,203	.5	.8	19
Forsyth	10,402	9,563	19,965	1.1	2.1	58	.....	.....	.....	.9	....	....
Greene	3,081	2,953	6,034	1.3	2.1	58	302	997	1,299	.1	.5	44
Henderson	5,326	4,608	9,934	1.0	2.1	58	29	.....	29	.1	.2	74
Mitchell	3,500	4,220	7,720	.8	2.1	58	.....	.....	.....	....	....	....
Surry	4,725	12,998	17,723	.5	2.1	58	.....	.....	.....	....	....	....
Guilford	11,291	12,189	23,480	1.3	2.0	64	319	1,185	1,504	.1	.7	26
Rowan	8,415	8,764	17,179	1.0	2.0	64	725	608	1,333	.1	.6	36
Sampson	5,608	8,056	13,664	.4	2.0	64	282	43	325	....	.1	81
Stanly	5,381	5,631	11,012	.9	2.0	64	1,642	1,290	2,932	.2	1.3	3
Transylvania	2,500	2,400	4,900	1.1	2.0	64	.....	.....	.....	.2	....	....
Beaufort	2,181	5,106	7,287	....	1.9	69	235	515	750	....	.3	66
Cleveland	3,100	10,900	14,000	.4	1.9	69	1,550	800	2,350	.1	.7	26
Gaston	14,442	7,452	21,894	1.1	1.9	69	1,114	3,807	4,921	.7	2.0	1
Harnett	9,184	7,917	17,101	.7	1.9	69	1,200	990	2,190	.1	.6	36
Hoke	1,691	1,111	2,802	1.2	1.9	69	247	573	820	...	.3	66
Stokes	4,137	5,966	10,103	.8	1.9	69	136	128	264	.2	.2	74
Columbus	7,534	6,138	13,672	.9	1.8	75	1,031	1,661	2,692	.1	.7	26
Davie	2,256	3,340	5,596	1.2	1.8	75	342	.....	342	....	.5	44
Duplin	6,200	4,100	10,300	.9	1.8	75	1,300	600	1,900	....	.6	36
Madison	6,600	3,600	10,200	.5	1.8	75	.....	.....	.....	....	....	....
Mecklenburg	10,661	5,545	16,206	1.2	1.8	75	781	.....	781	.1	.2	74
Pender	2,166	1,963	4,129	.9	1.8	75	905	928	1,833	.3	.7	26
Rockingham	4,354	3,948	8,302	*1.0	1.8	75	.....	.....	.....	.1	....	....
Bladen	2,678	3,999	6,677	2.3	1.7	82	100	1,150	1,250	....	.4	52
Graham	2,000	700	2,700	1.1	1.7	82	.....	.....	.....	....	....	....
Haywood	4,324	4,963	9,287	1.0	1.7	82	54	.....	54	.1	.5	44
Jackson	5,059	2,642	7,701	.9	1.7	82	213	.....	213	....	1.1	7
Randolph	5,300	7,700	13,000	.9	1.7	82	136	14	150	.2	.2	74
Alexander	2,672	2,522	5,194	.7	1.6	87	258	50	308	....	.8	19
Ashe	4,150	5,100	9,250	.4	1.6	87	.....	.....	.....	....	....	....
Robeson	7,968	10,977	18,945	1.4	1.6	87	1,389	1,487	2,876	....	.5	44
Lincoln	3,902	2,190	6,092	.9	1.5	90	339	.....	339	.1	.4	52
Brunswick	1,314	2,552	3,866	.4	1.4	91	392	600	992	.1	.6	36
Caldwell	3,717	4,896	8,613	1.0	1.4	91	93	.....	93	....	.3	66
Yadkin	2,364	4,510	6,874	.6	1.4	91	293	.....	293	....	1.1	7
Avery	2,743	1,895	4,638	1.2	1.3	94	.....	.....	.....	....	....	....
Burke	2,235	2,840	5,075	.7	1.2	95	.....	.....	.....	....	....	....
Clay	823	868	1,691	2.7	1.2	95	.....	.....	.....	2	....	....
Yancey	2,641	2,178	4,819	.5	1.2	95	.....	.....	.....	....	....	....
Wilkes	4,660	4,739	9,399	1.3	1.1	98	403	356	759	1.3	1.1	7
Alleghany	900	900	1,800	.4	.9	99	.....	.....	.....	1.0	....	....
Cherokee	.....	.....	.....	.2	....	....	.....	.....	.....	....	....	....
3. City Group I												
Greensboro	36,500	7,000	43,500	5.7	5.9	1	5,500	1,000	6,500	1.2	2.0	1
Winston-Salem	18,841	13,500	32,341	1.1	3.4	2	4,419	3,907	8,326	.2	1.4	3
High Point	15,000	5,500	20,500	2.9	3.0	3	2,000	1,450	3,450	1.0	2.0	1
Rocky Mount	4,957	4,048	9,005	1.1	3.0	3	1,141	1,335	2,476	.7	1.0	7
Asheville	10,246	7,909	18,155	.4	2.9	5	887	1,045	1,932	.4	.7	9
Durham	12,013	7,865	19,878	2.0	2.7	6	3,686	2,115	5,801	.8	1.2	4
Raleigh	9,022	5,536	14,558	.8	2.5	7	2,097	1,551	3,648	.4	1.1	5
Charlotte	13,701	9,727	23,428	.8	1.9	8	3,981	1,101	5,082	.4	.9	8
Gastonia	4,100	1,664	5,764	.7	1.3	9	413	605	1,018	.2	1.1	5
4. City Group II												
Oxford	2,877	5,115	7,992	2.1	5.2	1	1,562	2,910	4,472	.2	2.2	2
Salisbury	12,359	3,681	16,040	1.0	5.0	2	812	750	1,562	.9	1.3	8
Hickory	11,253	4,048	15,301	2.7	4.3	3	1,879	687	2,566	.3	4.6	1
Wilson	4,380	5,172	9,552	2.4	4.0	4	2,026	200	2,226	.6	1.0	10
Fayetteville	3,927	2,000	5,927	1.9	2.9	5	1,263	1,482	2,745	.2	1.5	7
Shelby	5,161	1,694	6,855	1.4	2.6	6	578	416	994	1.5	1.2	9
Burlington	5,750	4,000	9,750	2.8	2.5	7	500	1,200	1,700	3.1	2.1	3
Kinston	1,584	2,895	4,479	1.1	2.3	8	316	350	666	.4	.4	11
Goldsboro	2,673	2,939	5,612	.6	2.2	9	1,200	2,571	3,771	.3	1.7	5
Henderson	3,600	1,050	4,650	1.6	2.0	10	1,400	1,058	2,458	....	1.7	5
Leaksville	3,427	1,211	4,638	‡	1.2	11	998	575	1,573	‡	2.0	4
5. City Group III												
New Bern	3,411	3,443	6,854	1.3	4.4	1	610	914	1,524	.4	1.2	11
Thomasville	5,014	4,198	9,212	.4	3.7	2	800	1,064	1,864	.2	3.4	2
Roanoke Rapids	5,281	3,556	8,837	2.7	3.6	3	630	455	1,085	.2	2.5	3
Statesville	4,701	2,959	7,660	2.7	3.6	3	335	755	1,090	....	1.5	7
Washington	2,400	4,000	6,400	2.2	3.1	5	600	1,500	2,100	.6	1.8	5
Greenville	3,458	1,679	5,137	2.6	2.9	6	600	836	1,436	.2	.7	14
Tarboro	1,732	1,856	3,588	3.3	2.9	6	420	1,170	1,590	.7	1.3	10
Concord	4,332	3,300	7,632	.6	2.8	8	.....	1,216	1,216	.6	1.5	7
Hamlet	2,200	1,650	3,850	1.6	2.8	8	700	450	1,150	....	1.1	12
Marion	3,928	2,029	5,957	1.8	2.7	10	480	110	590	....	2.3	4
Lexington	3,621	2,824	6,445	1.2	2.4	11	945	880	1,825	1.1	3.5	1
Mt. Airy	3,000	2,000	5,000	1.6	2.3	12	225	.....	225	1.6	.8	13
Canton	4,555	1,511	6,066	.6	2.2	13	60	.....	60	....	.7	14
Elizabeth City	1,901	1,571	3,472	1.0	2.1	14	1,173	1,000	2,173	.3	1.6	6
Reidsville	1,200	2,200	3,400	1.1	1.7	15	700	1,000	1,700	.8	1.5	7

* Includes Leaksville.
† Includes Kannapolis.
‡ Included in Rockingham County.

NC 255 Study of Negro Colleges
1930-1931

Box 119 Folder 1084

NC-255

September 30, 1950

Dear Mr. Newbold: Thank you sincerely for your letter of September 26. You state the case for the small Negro college better and more convincingly than I have ever seen it stated. I am not sure that you have quite convinced me, but at any rate you have shaken my earlier convictions. I am particularly interested in the possibility of mergers or consolidations of existing weak schools into a very few strong ones. You almost persuade me that it would be a good thing for us to help in additional consolidations, such as those you mention.

Very truly yours,

Edwin R. Embree.

Mr. N. C. Newbold
Division Negro Education
Department of Education
Raleigh, North Carolina

nc-755

Sept. 24, 1930.

Mr. Edwin R. Embree, President,
Julius Rosenwald Fund,
900 South Kenwood Avenue,
Chicago, Illinois.

My dear Mr. Embree:

On July 22 you were good enough to take considerable time to write me outlining your general policy in regard to aid for Negro colleges. The whole statement was in large measure a reply to previous requests I had made for aid for Rust College in Mississippi.

I wish it were possible for me to prepare a statement in regard to the whole Negro college situation in the South, and that you would do me the honor to read such statement. However, I do not see immediately ahead of me any opportunity to take the time which I would desire to use in the preparation of such a statement. For that reason I am going to use a few moments to dictate some ideas which I have on the subject - those of course for such consideration as you think they deserve. Some of these ideas are as follows:

1. The great blessing of the Rosenwald Fund in the past decade and half is found in the fact that a helping hand was held out to the poorest Negro child in the most remote community of the South. Now more than 5000 schoolhouses scattered throughout the length and breadth of the South give visible evidence of the scattering abroad of the blessing to which I have referred. Words fail us when we try to estimate the value - educational, economic, and spiritual - of these 5000 and more Rosenwald schools.

2. It may be said that the four large college communities which you mentioned constitute a sort of <u>first line of defense</u> against ignorance among Negroes in this country. I believe it is true too that these four big institutions are so thoroughly established that they can count upon adequate support from certain of the great foundations and, in one instance at least, from the Federal Government. Indeed the Federal Government may sooner or later extend its sustaining hand to the other three of these big institutions.

2. Scattered all over the South there were many private Negro colleges which may be termed the second line of defense of the Negroes against ignorance. Perhaps it might be more in keeping with all the facts in the case to say these colleges are in reality the first line of defense, but for purposes of argument I shall let the designation given to them first stand.

These colleges now and for sometime to come will serve a considerably larger number of Negro students than will the four big institutions referred to above. There is now quite a definite trend toward consolidation of these private colleges. Two illustrations will suffice:

a. The A. M. E. Church has had about fourteen such institutions, most of which are struggling to keep their heads above water. At a recent meeting of the Bishops and other officials of this Church who control these fourteen institutions a definite program of consolidation was mapped out and I understand carried unanimously. The consolidation will reduce the number of institutions owned and controlled by this organization to six instead of fourteen. One of these fourteen colleges is located in North Carolina, namely, Kittrell, and another in South Carolina, namely, Allen. These two are to be consolidated either in this state or in South Carolina.

A short time ago, it is my understanding, the A. M. E. Church and the A. M. E. Z. Church groups agreed to consolidate their forces and form one denomination. Livingstone College at Salisbury, North Carolina, belongs to the A. M. E. Z. Church. It is the only important college of that denomination.

This College has received contributions of $30,000 from the Rosenwald Fund and $10,000 from Mr. Rosenwald, personally, to apply on permanent improvements which are now under way.

Under the circumstances which I have previously described, it would probably not be difficult to bring about a consolidation of the two A. M.E. schools just named - Kittrell and Allen - with Livingstone at Salisbury, thus creating an institution of real power and influence to serve the territory of the A. M. E. Z. Church in the entire Southeast and of the A. M. E. Church - certainly from the Savannah River North to and including Maryland and the District of Columbia.

b. The C. M. E. Church owns and controls six colleges most of which are very poorly supported. There is an effort now to consolidate these and make three instead of six for this denomination. There is now a Commission of the

Southern Methodist Church (white) composed of a Bishop and ten other persons who are to cooperate with a like Commission from the C. M. E. Church in an effort to work out the consolidation just referred to. For the present I am a member of the Commission of the Southern Methodist Church to help work out this program.

4. A little study of the statement contained in No. 3 just above will no doubt lead to the conclusion that a comparatively small sum of money, coupled with a serious study of the whole situation and much wisdom and diplomacy, would go a long way towards effecting the consolidations which have been previously outlined, as well as helping in other ways to reduce the number of weak colleges for Negroes in the South and begin the development of a small number which, for many years to come, will serve the Negroes as well as the South.

5. It has been my very earnest hope that the Rosenwald Fund, as well as some other foundations, might find it desirable to aid especially in this reorganization program that is certainly going on among the smaller private Negro colleges and help build up a real serviceable second line of defense, as I have referred to above.

6. You will see immediately the force of the suggestion which I am making without further discussion. As I have said, however, a comparatively small sum of money, coupled with study, tact, wisdom and diplomacy, would no doubt bring about most happy results. An aggressive policy, such as has characterised the Rosenwald school building program wisely directed, would help to develop the Negro college situation, and such a program no doubt should be worked out for the whole South.

Please let me say again that I keenly appreciate your having taken time on July 22 to write me so definitely about the development of Negro colleges in the South. I do not need, I am sure, to ask your earnest consideration of the rather hurried statement which I have dictated. It is not at all what I should like to have prepared to bring to your attention.

With cordial good wishes, I am

Very sincerely yours,

E. C. NEWBOLD, Director
Division Negro Education.

ECN BS

.NC-255

State of North Carolina
Superintendent of Public Instruction
Raleigh

October 6, 1930

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

When you were here I mentioned having dictated a letter to Mr. Embree in regard to consolidation of some of the smaller Negro colleges in the South. It was my intention to furnish you a copy of that letter but I overlooked it. I have just had a letter from Mr. Embree in reply to it and I am sending you copies of both my letter and Mr. Embree's reply and copy of my reply to Mr. Embree.

I hope you and the officials of the General Education Board will be interested in this program, and I am sure you are, to the end that in a few years many of the weak and struggling institutions may be eliminated and a number of stronger really useful ones will be developed.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN:AP

NC-255

October 7, 1930

Mr. Edwin R. Embree, President
Julius Rosenwald Fund,
900 South Homan Avenue,
Chicago, Illinois

Dear Mr. Embree:

Thank you for your letter of September 30. In a very real sense I am in the position of St. Paul when he expressed the hope that he might "both almost and altogether" persuade Agrippa to be a Christian.

I am hoping very earnestly that you will give further study to the matter about which I wrote you on September 24, and that your Board will really extend substantial aid to a number of smaller Negro colleges which I am confident are going to develop into institutions of great usefulness.

With cordial good wishes, I am

Very sincerely yours,

H. C. HERBOLD, Director
Division of Negro Education.

HCH:AP

NC-255

State of North Carolina
Superintendent of Public Instruction
Raleigh

Oct. 20, 1930.

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia.

Dear Mr. Davis:

You will recall that I wrote you sometime last November perhaps requesting some assistance to make a thorough study of Negro colleges in North Carolina. You will also know what you replied by reference to your files. I wrote to Mr. Embree at the same time I did to you concerning this matter, and he replied on November 6 as follows:

> "We are of course interested in the study which you wish to make of Negro education in North Carolina. When you arrive at the state of a definite proposal with budget estimates, etc., please send it on to us. I think this is not the kind of thing that needs to be presented to the Board of Trustees. It can be acted upon any time by the Executive Committee and it is not a matter into which we should go except after very careful deliberation. When the matter is set up in approximately final form, it may be best for us to have a conference about it before we take any further action."

As you already know, we have gone ahead with this study and accumulated an abundance of useful data. A copy of this was handed to you when you were here sometime ago. On October 6 I wrote to Mr. Embree again, asking if the Rosenwald Fund could help us carry out this study. With the data which we have accumulated it seems wise to the committee which has this matter in charge to ask Dr. Bagley of Teachers College to come here for about two weeks and to invite Dr. Bachman and Dr. Arthur J. Klein to assist Dr. Bagley.

I have not written either to Dr. Bachman or Dr. Klein about the matter as yet. Dr. Bagley, however, has agreed to come for two weeks if we can find the money to finance the program. It does not appear that it should cost a great deal to have the three experts I have mentioned come here and give us their best judgment in this situation. We are making a very definite and honest effort to get the best light we can on this whole problem. I am assuming that Dr. Bachman probably might be able to come without additional expense though I do not know. If that be true, it seems that something like $2,000 or slightly more would be ample to pay for the survey.

On October 13 Mr. Embree wrote me in regard to this study as follows:

> "This will acknowledge your letter of October 6. I have a good deal of hesitation about bringing to our board at this time a proposal to contribute to a survey of the North Carolina Colleges and Normal School for Negroes. We have not so far contributed to other surveys; on the other hand, the General Education Board has done so in many instances. One would assume it to be the natural board to appeal to in this case if it is impossible to find the money in North Carolina.
>
> "As a matter of fact, one would suppose that a survey of its schools was just the kind of thing a state would be ready to finance, especially a study of the brief and practical sort that you have in mind."

I am sending it to you therefore again to ask if you think there is a possibility of the General Education Board becoming interested in this project. I am writing Mr. Embree again but, judging from ~~your~~ his letter of the 13th, there does not seem to be very much hope of assistance, though I very naturally did have some hope when his letter of November 6 last year came. I am sure you will know how to handle this matter, and I shall appreciate hearing from you.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN EG

Dr. Bagley says he can come in January.

nc-255

October 28, 1930

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

This will acknowledge your letter of October 20. I shall be glad to talk it over with the officers of the Board at my next opportunity. I understand that the officers of the colleges have all agreed that they would like such a survey made, and that your difficulty now is in securing $2,000 with which to pay for Dr. Bagley's work and other expert assistance.

With best wishes,

Cordially yours,

JD:H

NC-255

October 14, 1920

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Newbold:

I appreciate your sending me a copy of your correspondence with Mr. Embree. You have made an excellent statement of the situation. There are too many denominational colleges for the limited support available, and it is very encouraging to see your plans of merging and the other ways of reducing the number.

President Cherry and Mr. Avery were in to see us a short time ago. They hope to arrange some sort of understanding with Allen University, but I did not gather from them that they were very hopeful about consolidation with Livingstone.

With all good wishes,

Cordially yours,

JD:H

NC-755

Study NEC

Colleges

State of North Carolina
Superintendent of Public Instruction
Raleigh

Oct. 29, 1930.

Mr. Jackson Davis,
804 Grace-American Building,
Richmond, Virginia.

Dear Mr. Davis:

Thank you for your letter of October 28. You are correct in the statement that our difficulty is now in finding about $2,000 with which to pay for Dr. Bagley's work and any other expert assistance which we may have. We would of course use only such part of the appropriation as might be actually needed in meeting necessary expenses.

Dr. Baglay has agreed to come at a date that would be satisfactory to us and it would of course be a pleasure to know that we might carry out the program now that it has been brought to the present stage of development which I think you know about.

Mr. Favrot was present when we had the Conference in the Capitol here on the 23rd of October, 1929, and I feel sure that he will remember that all of the leading persons were very hearty in their expression of approval of having this survey made.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

NCN EG

NC-255

State of North Carolina
Superintendent of Public Instruction
Raleigh

November 29, 1930

Mr. Leo M. Favrot,
Louisiaha Bank Building,
Baton Rouge, La.

Dear Mr. Favrot:

Under separate cover we are sending you a copy of the survey of Negro colleges in North Carolina as far as it has gone to this date. Some of the facts which are given probably will need correction but in a general way this paper will give you the information that we have collected. Some of the institutions have not yet completed all the details which we have asked them to furnish, but as to the institutions themselves I think you can tell from the paper I am sending something about the present status and services they are rendering.

As you may recall, one of the purposes of this survey is to point out what changes, if any, should be made in the offerings of the various state institutions. It may be found that there is too much duplication, and recommendations for restricting the types of work offered may be made in the final report.

We hope it will be possible for the General Education Board to assist us in completing this survey. I believe I told you of the plan we have in mind for outside assistance which will include Dr. W. C. Bagley, of Teachers College; Dr. A. J. Klein, now I believe of the University of Ohio; and Dr. Frank P. Bachman. We had thought it might be possible to secure the services of the first two gentlemen for about $1000 each and that there would probably not be any expense connected with the services of Dr. Bachman, if he can be with us. Dr. Bagley has indicated he can come to North Carolina for two or three weeks beginning January 21, 1931. If he and the other gentlemen could come at that time we would be able I think to complete the study and prepare the report in time for presentation to the Governor and the committees on Education in the General Assembly which meets in January and will adjourn about the middle of March. Of course it may not be necessary to ask for any legislation, but if such is necessary we would like to have the report completed in time for legislative consideration.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

P. S. Last Friday in Washington was a rather lonesome day after you and Mr. Smith left the night before. Mr. Smith and Mr. Credle returned in time for the Saturday morning session and we wished you could have been present to hear the summaries of the four main sections of the Conference. They were very fine indeed.

N. C. N.

NC-255

December 2, 1930

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

My dear Newbold:

I thank you very much for your letter of November 29. We did not have the opportunity to discuss your request for aid on the college study in full but I talked about it some to both Mr. Brierley and Mr. Davis. I shall be in New York again for three or four days beginning December 16, and will be with Mr. Davis in Richmond on December 11 for a few days.

I think I told you that this was a matter that would have to come before our Executive Committee. Mr. Davis and I do not believe that there will be an Executive Committee meeting until early in January, so I am afraid you will have to wait until then to know whether your request can be granted.

I am sorry not to have the statement that you promised to mail me concerning the N.A.T.C.S. I leave for Tuskegee this afternoon and will spend tomorrow there in conference with the Executive Committee of that organization.

Yours very cordially,

LMF*FM

NC-255

December 17, 1930

Dear Mr. Newbold:

It is unlikely that your request for $2,000 aid on the study of Negro colleges in North Carolina can receive necessary consideration until about the middle of January.

In discussing your request informally a question has been raised about the form in which it appears. Our officers always like to have a request of this kind come from the official head of the State Department of Education. Will you not, therefore, have Mr. Allen write to us formally submitting this request for aid?

It might be well to have Mr. Allen state clearly in the letter just what object you have in view in having the data studied and evaluated by Dr. Bagley and others.

Kindly see that I receive a copy of Mr. Allen's letter at my Baton Rouge office.

Cordially yours,

LEO M. FAVROT

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

LMF:DD

NC-255

	W.W.B. JAN 16 1931			
FILING DEPT.		State of North Carolina		
		Superintendent of Public Instruction		
			Raleigh	
				January 14, 1931.

Mr. Leo M. Favrot,
910 Louisiana Bank Building,
Baton Rouge, La.

Dear Mr. Favrot:

On December 19 when your letter came suggesting that Mr. Allen make a formal request for the appropriation which we have discussed for the survey of our Negro colleges, I wrote a note, attached to it, and put it on Mr. Allen's desk, who was then away. I had understood that he had already written you about this matter. However, today I find that in some way it had been overlooked.

Immediately upon its being brought to his attention, Mr. Allen sent telegram to Mr. Brierley, applying definitely for the $2,000 in question, and then dictated a long letter which is being sent tonight by special delivery to New York. I am inclosing copy of this letter for your information. A copy of this letter is being sent to New York, since you may be there at this time.

If this appropriation is made, it would be very fine if I could hear from you in the next two or three days. Dr. [illegible] and Dr. Klein can come and begin work on the 21st, which is just a week from today. In any event we shall be very happy to hear from you or Mr. Brierley as soon as a decision is reached.

With cordial good wishes, I am

Very sincerely yours,

H. C. NEWBOLD, Director
Division Negro Education.

HCN BG

NC-255 WWB ✓
TA ✓
DHS. ✓

State of North Carolina
Superintendent of Public Instruction
Raleigh

March 25, 1931

Mr. Jackson Davis,
Grace-American Building,
Richmond, Virginia

Dear Mr. Davis:

I think you will be interested to know that we have been promised $2000 from state funds to complete the survey of Negro colleges which was begun sometime ago.

All of us appreciated the consideration which the General Education Board gave to this matter and I hope you will let the officers know that we feel this way about it.

We have already written to Dr. Bagley and others who were asked to help in this study, and I hope that now we shall be able to complete the task which was begun more than a year ago.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. NEWBOLD, Director
Division Negro Education.

P. S. I thank you for your letter of March 24. I hope you will be able to see Dr. Few at some early date.

NCN:AP

WWB

W.W.B. JAN 16 1931 | 1/20/31
FILING DEPT.

1

NC-255

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 14, 1931

Mr. W.W. Brierley
General Education Board
61 Broadway
New York City

Dear Mr. Brierley:

In response to Mr. Favrot's letter addressed to Mr. Newbold and dated December 17, 1930, I have sent you the following telegram:

"Making formal application two thousand dollars survey negro colleges. Letter follows."

Perhaps you would like to have a running account of the events which lie behind this request. On October 23, 1929, there was held in Raleigh a meeting to which all the college presidents of institutions for the colored people were invited as well as presidents of institutions for white people. At this meeting there was considerable discussion of the development of higher education for the colored youth of the State, and the question was raised as to whether or not too many institutions of this kind were not being developed. At the end of the discussion the negro institutions, through their executive officers, asked that a thorough survey be made of the situation as it relates itself to the problem of higher education for the negro youth of the State.

A committee was appointed consisting of a representative from several of the leading institutions for white people and representatives from all of the colored institutions, both public and private, to formulate a questionnaire. This questionnaire was forwarded to all of the institutions and the data carefully filled in. These data have now been tabulated. It is our desire, and the desire of the institutions concerned, that these data now be examined by a specialist in this field, and that the best expert advice be obtained on this whole question.

The State has no money at this time with which such a program could be financed. We are, therefore, respectfully submitting a request that the General Education Board appropriate $2,000 to this department in order that the data which have been assembled may be interpreted by people capable to pass upon material of this kind.

In addition to the number of institutions which are being developed, the question of duplication of effort among the State institutions is also one that should be considered in connection with the interpretation of these data.

I think you already have on file in your office a letter from Mr. Newbold in which this matter is set out in considerably more detail.

With high personal esteem and simcerest good wishes, I am

Very truly yours,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction

PATRONS ARE REQUESTED TO FAVOR THE COMPANY BY CRITICISM AND SUGGESTION CONCERNING ITS SERVICE 1914

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable sign above or preceding the address.

WESTERN UNION

NEWCOMB CARLTON, PRESIDENT — J. C. WILLEVER, FIRST VICE-PRESIDENT

SIGNS

DL	Day Letter
NM	Night Message
NL	Night Letter
LCO	Deferred Cable
NLT	Cable Night Letter
WLT	Week-End Letter

The filing time as shown in the date line on full-rate telegrams and day letters, and the time of receipt at destination as shown on all messages, is STANDARD TIME.

Received at

RDB632 11=RALEIGH NCAR 14 540P

N W BRIERLEY=GENERAL EDUCATION BOARD

61 BROADWAY NEWYORK NY=

1931 JAN 14 PM 5 55

DELIVER BY MESSENGER

MAKING FORMAL APPLICATION TWO THOUSAND DOLLARS SURVEY NEGRO COLLEGES LETTER FOLLOWS=

A T ALLEN.

W.W.B. JAN 15 1931

WESTERN UNION MESSENGERS ARE AVAILABLE FOR THE DELIVERY OF NOTES AND PACKAGES

NC-255

January 20, 1931

My dear Superintendent Allen:

We have received your letter of January 14 in which formal application is made for a contribution of $2,000 to defray expenses incident to a survey of Negro colleges in North Carolina. Your request will receive consideration of the officers in due course.

Very truly yours,

W. W. BRIERLEY

Superintendent A. T. Allen
State Department of Education
Raleigh
North Carolina

WWB MVK

NC-255

January 29, 1931

My dear Superintendent Allen:

At a meeting of the Executive Committee of the General Education Board held January 27, 1931, the officers presented the request contained in your letter of January 14 for an appropriation of $2,000 with which to employ outside assistance in making a study of Negro colleges in North Carolina "with a view to eliminating the duplication of effort among state institutions" and the possible cooperation of privately supported colleges.

I am instructed to inform you that the Committee did not find it practicable to act favorably on your request.

Sincerely yours,

W. W. BRIERLEY

Honorable A.T. Allen
Superintendent of Public Instruction
Raleigh, North Carolina

WWB:KBO

n (Copies sent to JD and LMF)

NC-255

March 28, 1931

Mr. N. C. Newbold
State Department of Education
Raleigh, North Carolina

Dear Mr. Newbold:

On my return to the office I find your letter of March 25. I am delighted to know that you have available $2000 from state funds to complete the survey of Negro colleges which was begun sometime ago.

The officers of the Board were much interested in your undertaking, and they will rejoice with you that the State is making it possible for you to bring this work to completion. They had the feeling that it would be much better if it were done in that way.

With all good wishes,

Cordially yours,

SIGNED JACKSON DAVIS

JD:H

NC 256 Highlands Museum and Biological Laboratory 1931-1951

Box 119 Folder 1085

Visit of HAS and Jackson Davis

April 28, 1931 - Durham, N. C.

Duke University

Called on A. S. Pearse and discussed proposed Highlands Lab. P. explained that he and the men in biology were much interested in the project and that he had recommended to the Univ. that it join in supporting the station. This the Univ. had agreed to do but owing to the uncertain financial condition of the Univ. it had not yet been done. P. himself has strong personal interest in the migration of animals from sea to land and this precluded his taking an active interest in the Highlands project, but did not influence his opinion that it was a worthwhile undertaking, especially from the viewpoint of science in the south. P. is not well satisfied with Duke. His was to be a research position and he is obliged to do a great deal of administrative work and undergraduate teaching.

Bloomquist, the systematic botanist stated that he would look forward to doing work at Highlands and hoped he could take up a few graduate students. Has been going to Junalaska, a Methodist convention place, now about moribund, which the Univ. had used for summer student camp. B. spoke most enthusiastically about the Highlands region as a place to live and for biological work.

AUG 11 1937

NC 256

Memorandum - April 27,1933

BIOLOGICAL LABORATORIES
HIGHLANDS, NORTH CAROLINA AND MOUNTAIN LAKE, VA.

Mr. Weaver sent me the material on the Highlands project with a different proposal from Dr. Reinke of Vanderbilt, with the suggestion that this would be an appropriate matter for Board action.

I reviewed the matter with Mr. Stevens on April 25th, and suggested that the matter be held in abeyance. The situation is as follows:

A year ago both projects were called to Dr. Weaver's attention. He visited the University of Virginia and conferred with Acting President Newcombe and Dr. Ivey Lewis. While he did not visit Highlands, he had conferences with persons interested in the Highlands project - Messrs Foreman and Coker of the University of North Carolina, and others. Dr. Weaver thought the University of Virginia project warranted favorable action because it had the promise of permanent support from the University of Virginia. It was placed in the April 1932 docket with a favorable recommendation. The matter was discussed in the Board meeting and the point was made by Messrs Mims and Chase that it would be well to postpone action until the general situation could be appraised, particularly since we were undertaking a regional study of the South. In accordance with this suggestion, no action was taken.

I have since had several conferences with Messrs Newcombe, Lewis, Odum and Graham. I gave them to understand that we were not ready for definite action on either project, but were considering the matter from the point of view of the whole region with an open mind. The suggestion was made that since there was very little development at either point, a new location might be considered, if a better one could be found for serving the region. Graham cordially endorsed a study. Newcombe said he would welcome a study made by the officers of the Board. He did not feel warranted in committing the University of Virginia in advance to a study made by biologists representing the southern institutions.

He, however, asked Dr. Lewis to confer with the scientists in the other southern institutions and to enlist their interest and to look into the matter of other possible locations, particularly the Asheville area.

Although I mentioned the matter several times to Odum, he has not given us any memorandum on the subject. He gave me to understand in conference that he considered it highly desirable that the University of Virginia sponsor this project, which he hoped would be set up in a way that would enlist the co-operation of the southern institutions and serve the whole area.

The Highlands project is without prospect of permanent support. If the Board assists, it would be difficult to withdraw. I approved the letter Mr. Stevens wrote Dr. Reinke and I shall make it a point to see Dr. Reinke the next time I am in Nashville.

Dr. Mims mentioned the Highlands project and Dr. Reinke's interest in it on the evening of April 25th. I reminded Dr. Mims that it was his suggestion that we postpone action in this field until we had made further progress with the regional study.

JACKSON DAVIS

JAN 16 1934

NC-256

AMJ - ✓

FBH Diary

CHAPEL HILL, N.C.
UNIV. OF NORTH CAROLINA

HIGHLANDS MUSEUM AND BIOLOGICAL LABORATORY

Week of Nov. 20-25, 1933.

Highlands Museum and Biological Laboratory

This originated as a request to the GEB for $50,000 over a five-year period to support the work of the Station. On April 15, 1933, the GEB referred the request to the RF, to be considered on its merits from the standpoint of a research project. This was at the expressed desire of the authorities at Highlands. The entire history of this project is fully set forth in the documents now in the files.

The laboratory building is small, fairly good in its arrangement for summer work. Several research rooms are provided and also a large general laboratory. Water and electric current are available. The elevation is just under 4,000 feet; there is a small artificial lake covering 2 or 3 acres, 8-10 feet deep. Dr. W. M. Coker, N. Car., is Director and has a cottage on the lake. C. was rather short on detailed information about the laboratory, and finally stated he had driven up for only three weeks last summer. From what we could learn, most of the research centers around problems in mycology. There is an indebtedness of approximately $1,800 on the laboratory, and Dr. Coker stated if RF funds were given, the first use of them would be to clear the laboratory of debt, the remainder for general development and endowment.

The Highlands Laboratory is an independent organization, several small and rather second-rate institutions have been cooperating to the extent of annual contributions of $100 each. Two or three of these recently have stopped payment. Although in N. Carolina, neither the U. of N. Car. nor Duke University cares to sponsor it as the U. of Virginia has done in the case of the Mt. Lake Laboratory. The distance to Mt. Lake in Virginia is considerably less for men at Chapel Hill and Durham than is the Highlands laboratory. So far as FBH was able to discover, none of the research work of the past summers at Highlands falls clearly within the present program of the RF in biology.

(Copy JB, GEB files) ✓
(" EB)

DEC 14 1933

NC-256

December 12,1933

Dear Professor Reinke:

On March 24, 1933 you addressed to me a letter which requested $6,000 for aid in the promotion of scientific investigation at the Highlands Museum and Biological Laboratory. This request replaced a proposal which had previously been addressed to the General Education Board. Although your most recent letter was addressed to me as an official of the General Education Board, I feel it necessary to emphasize the fact that this request has received consideration by the officers of The Rockefeller Foundation rather than by the General Education Board. You will doubtless recall that this procedure is the result of the decision, on the part of the authorities of the Highlands Museum and Biological Laboratory, that the emphasis in the activities of the Station was primarily on research rather than on education.

I regret to inform you that it is not possible to extend the aid which you request. In addition to the fact that the program of this division is a highly restricted one, there is also the fact, as you will readily understand, I am sure, that budget limitations make it necessary to decline a large number of requests of sound scientific value and high promise. Such declination does not in any sense arise from lack of appreciation of the value or importance of the work in question,

but simply from the limitations under which we are at present working.

I hope that by some other means it will be possible for you to proceed with the program at Highlands.

Yours sincerely,

WARREN WEAVER

Prof. E. E. Reinke
Vanderbilt University
Nashville, Tenn.

WW:PH

AUG 11 1937

Mountain Lake NC 256

December 5 1933

Dr. Howard W. Odum
University of North Carolina
Chapel Hill, North Carolina

My dear Odum:

Many thanks for yours of the 4th with the data from Columbia University.

It was rather late Saturday afternoon when we got back and as Hanson had already got his train at Greenville, I was glad to make most of the trip back to Richmond by day light.

The whole trip was delightfully pleasant and I appreciate very much your taking the time to go to Charlottesville and Mountain Lake. I wish you would write me about the Mountain Lake project within the next few days. Hanson seemed very much impressed with the location and attractiveness of Highlands and the fine range of material, but there does not seem any immediate prospect of support on an adequate scale, so I do not think it will be advisable to press the Highlands project at this time.

The distance from Mountain Lake to Chapel Hill by my speedometer is 210 miles; from Chapel Hill to Highlands 326 miles via Hendersonville and Brevard and 340 miles by Saluda and Greenville.

Virginia is assured of the cordial cooperation of a number of Southern colleges in the Mountain Lake project and is willing to undertake complete financial responsibility. It is felt that the advantage of the natural lake and other factors of the location with which you are familiar give them grounds for going ahead with the project. This is an example of a differentiated

specialised type of development.

Hansom and I were delighted with Culver who made the trip so full of interest for us.

With best wishes.

Cordially yours,

JDsH

JAN 25 1936

NC-256

THE UNIVERSITY OF NORTH CAROLINA PRESS · CHAPEL HILL·N·C

November 6, 1935

A	TA	NOV 9 1935 NOV 21 35	J.a.	11/13/35
	WW		WW	
A	WWB		WWB	1/27/36
	KEO	card to	KEO	
	JD	when here	JD	
	LMT			
	AMJ	~~card to~~	amj	

WW

Mr. Trevor Arnett
General Education Board
49 West 49th Street
New York City

Dear Mr. Arnett:

We are writing to you on behalf of the Highlands Biological Laboratory at Highlands, North Carolina. This Committee was formed as a result of a meeting of southern educators at Highlands on August 31 and September 1 to discuss the problem of scientific education and the scientific attitude in the South with special reference to biological research.

The majority of those present at the meeting were not scientists. They came together at the invitation of Mr. Clark Foreman because of their interest in scientific education in this region.

The members of this group are much concerned over the fact that the South is seriously handicapped on all levels in its educational facilities, that this enormous region stretching from Virginia to Texas for a length of 1500 miles and providing homes for over thirty million people does not have within its area one single first-class university. They believe the South will have institutions of the first quality when the need for them is more keenly and more generally felt in this region, and that excellent opportunities now exist for cultivating consciousness of this regional need.

The development of biological research in the South, in the opinion of this group, is of basic importance. In order to secure this, a most important next step is the establishment of the biological laboratory at Highlands on such a basis that it can serve the need for biological research and the development of scientific scholarship in this region.

As you know a formal request for aid in establishing this Laboratory was made to the General Education Board in January 1932. It appears that it may be possible now to secure much more substantial cooperation from Southern institutions than was possible then, and it is our opinion the Laboratory can be adequately maintained and made most useful to this region on the basis indicated below.

The Highlands Biological Laboratory has a record of past achievement and holds a promise for the future which demands most serious consideration. There is at present no other station specifically for biological research anywhere in the South. Highlands, in the opinion of leading biologists, offers unusually excellent opportunities for research because of the richness of its flora and fauna. Among those who have made visits to Highlands and who, on the basis of expert knowledge have recommended strongly the establishment of a biological laboratory there are Dr. E. G. Conklin of Princeton University, Dr. M. H. Jacobs,

Director, Marine Biological Laboratory at Woods Hole, Mr. Clifford H. Pope of the American Museum of Natural History, Dr. L. Stejneger of the United States National Museum, Dr. W. C. Coker, Dr. J. N. Couch and Mr. J. Manson Valentine of the University of North Carolina, Dr. E. E. Reinke of Vanderbilt University and Dr. J. G. Needham of New York State College of Agriculture at Cornell University. No one of these men would recommend Highlands as a site for a research biological laboratory unless this place were well suited to this purpose.

You will find this evidence in detail in your files of previous correspondence on the Laboratory. We would be glad to give more evidence if you should desire to have it.

The laboratory owns several acres of land and has a building that will accomodate fifteen to twenty workers at one time. It is equipped with running water and electricity which are provided free by the town. Each summer since 1931 when the building was finished, a number of investigators has come to Highlands to work.

The chief need now is for housing facilities, where scientists working in the Laboratory can get rooms and meals at the lowest possible cost. If the funds necessary to provide housing can be secured, the Special Committee believes it may be possible to secure annual grants of $500 each from at least five southern universities. The limitations on state-supported institutions can be avoided by securing support in the form of scholarships to their own faculty and advanced students for the purpose of biological research at Highlands. It will be possible to set up a schedule of fees to be paid from scholarships and in this way take care of costs of additional equipment and maintenance.

Mr. F. P. Keppel of the Carnegie Corporation is presenting to his advisers and Trustees our request for additional aid in the way of scholarships.

The Special Committee for the Highlands Biological Laboratory requests an appropriation of $25,000 from the General Education Board for use in providing adequate housing for persons working at the Highlands Laboratory. It is suggested that this appropriation be made contingent upon the Committee's succeeding in securing pledges of support to the extent of $2,500 per annum, for use as scholarships and expense of maintenance.

A list of the group attending the meeting at Highlands and a list of the Special Committee is attached hereto.

Sincerely yours,

W. T. Couch

W. T. Couch, Chairman
Special Committee For the Highlands
Biological Laboratory

wtc a

JAN 25 1936

CONFEREES

Annual Meeting of the Highlands Museum, N. C.
Labor Day week-end, 1935

President John Hope,
Atlanta University, Alanta, Ga.
President James D. Hoskins,
University of Tennessee, Knoxville, Tenn.
President Harmon Caldwell,
University of Georgia, Athens, Ga.
Mr. Alton Hosch,
Dean of Law, University of Georgia.
Dr. John Wade,
University of Georgia.
Mr. Edward Everett,
University of Georgia.
Mr. W. T. Couch,
representing the President, University of North Carolina, Chapel Hill, N. C.
Mr. E. Ruffin Johes, Jr.,
representing the President, University of Virginia.
Mr. Victor Davis,
University of Tennessee.
Mr. Clifford Pope,
American Museum of Natural History and President of American Society of Ichthiologists and Herpetologists.
Dr. E. E. Reinke,
of Vanderbilt University and Highlands Museum.
Mr. Clark Foreman,
Highlands Museum.

Special Committee for the Highlands Laboratory

W. T. Couch, Chairman
W. C. Coker
Clark Foreman

JAN 25 1936

NC-256

November 15, 1935.

My dear Mr. Coush:

We have received your letter of November 6th making an application to the General Education Board for assistance to the Highlands Biological Laboratory at Highlands, North Carolina. The matter will be given careful consideration.

With kindest regards, I am

Sincerely yours,

Trevor Arnett

Mr. W. T. Cough, Chairman,
Special Committee for the
Highlands Biological Laboratory,
The University of North Carolina Press,
Chapel Hill, N.C.

TA/CMC

C/C to J.D. & L.M.F.

JAN 25 1936

NC-256

VANDERBILT UNIVERSITY
DEPARTMENT OF BIOLOGY
NASHVILLE, TENN.

A	T. A.	NOV 15 1935	JA	11-18-35
	WWS	NOV 18 '35	WW	
	WWB	19 '35		
	KEO		KEO	

AMJ
JD
LAH
FBH FBH

November 13, 1935.

Mr. Trevor Arnett,
The General Education Board,
49 West 49th Street,
New York, N. Y.

Dear Mr. Arnett,

Mr. W. T. Couch, Chairman of the Special Committee for the Highlands Biological Laboratory, informs me that he has submitted to the General Education Board an appeal for a grant to the Laboratory. You will possibly recall that when our previous appeal was before the Board, the Officers took the position that consideration of the matter would have to await the appearance of the Odum Report. It is my understanding that this report, at least in its basic outline, is now in your hands.

While the appeal formulated by the Special Committee has taken a form somewhat different from our previous one, I beg to assure you that it has my whole-hearted endorsement. I believe that if we can secure funds for the building of cottages or lodges to house investigators free of cost we have an excellent chance of receiving aid from other sources in providing fellowships, and I am sure that the institution will be supported by a larger group of our southern colleges and universities than was the case three or four years ago.

Yours very respectfully,

E. E. Reinke

EER:CA

E. E. Reinke.
Professor of Biology.

NC-256

JAN 25 1936

November 18, 1935.

Dear Professor Reinke:

Thank you very much for your kindness in writing me under date of November 15th regarding the Highlands Biological Laboratory. We have received from Mr. Couch an application for a grant from the Board to the Laboratory, and we are glad to have the information you sent regarding it.

With kindest regards, I am

Sincerely yours,

Trevor Arnett

Professor E. R. Reinke,
Vanderbilt University,
Department of Biology,
Nashville, Tennessee.

TA/GMG

C/C to J.D. & L.M.F.

NC-256

NOV 21 1935

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

OFFICE OF THE PRESIDENT

November 14, 1935.

A	T. A.	NOV 16 1935	J.a	11/18
		NOV 18 '35	WW	
		NOV 19 '35 NOV 21 '35		
			am g	

Mr. Trevor Arnett,
General Education Board,
49 W. 49th Street,
New York, N. Y.

Dear Mr. Arnett:

I have learned with interest that the committee appointed for the Highlands Biological Laboratory in North Carolina has made application for a grant of $25,000 for housing purposes.

I attended a meeting at the Highlands Biological Laboratory last summer to gather information concerning the work being done there and also concerning their program. I am writing to say that I consider this an important work and I am of the opinion that the Southern universities will cooperate heartily in this research enterprise. If the General Education Board can give the assistance I think it will be one of the most important enterprises in this great region. We certainly need in the South some encouragement for scientific research. The University of Tennessee will be glad to cooperate, and I hope it will be possible for your Board to grant assistance to enable this work to go forward.

Very truly yours,

James D. Hoskins.

JDH/R

NOV 21 1935

TC-256

November 18, 1935.

My dear President Hoskins:

Thank you very much for your kindness in writing me under date of November 14th with regard to the Highlands Biological Laboratory. We are glad to have the information which you kindly sent and your opinion regarding it.

Very sincerely yours,

Trevor Arnett

President James D. Hoskins,
The University of Tennessee,
Knoxville, Tennessee.

TA/GMC

C/C to J.D. & L.M.F.

JAN 25 1936

NC-256

Duke University
DURHAM
NORTH CAROLINA

DEPARTMENT OF BOTANY

November 27, 1935.

A	T. A.	NOV 29 1935	T.A.	12'3'35
	WW	DEC-4'35	WW	
	WWB		WWB	
	KEO		KEO	
	AMJ		amj	
	FBH		FBH	

Mr. Trevor Arnett,
General Education Board,
49 West 49th St.,
New York City.

Dear Sir:

I have been requested recently by Mr. W. T. Couch, Chairman of the Special Committee for the Highlands Biological Laboratory, to use my influence in obtaining the cooperation of the Administration of Duke University in the development of the Highlands Biological Laboratory at Highlands, N. C. The cooperation desired consists of the establishment of two $250.00 scholarships to be granted annually for research in the above laboratory.

While final action on this request has not yet been taken, it has received serious and favorable consideration. Personally, I am familiar with the Highlands region, especially from the standpoint of its unique and favorable location for a biological research laboratory, and sincerely approve of the request which has been made to you for a grant from the General Education Board to be used in the support of bringing this worthy and much needed project in this section to a full realization.

Very truly yours,

HLB:B

H. L. Blomquist

H. L. Blomquist.

NC-216

JAN 25 1936

December 8, 1935.

My dear Dr. Blomquist:

Thank you for your kindness in sending to me under date of November 27th information with regard to the Highlands Biological Laboratory. We are glad to have this information.

Sincerely yours,

Trevor Arnett

Dr. H. L. Blomquist,
Duke University,
Durham, N.C.

TA/CMS

C/C to J.D. & L.M.F.

JAN 22 1936

NC-256

THE UNIVERSITY OF GEORGIA
SCHOOL OF ENGLISH
ATHENS, GEORGIA

January 15, 1936.

A	[illegible] A.	JAN 17 1936	Ja	1/17
	WWB	JAN 18 '36	WW	
	WWB	JAN 21 '36	WWB	
	AMJ	JAN 22 '36	AMJ	

FBH FBH

Mr. Trevor Arnett,
General Education Board,
49 W. 49th St.,
New York, N. Y.

Dear Mr. Arnett:

Mr. W. T. Couch of Chapel Hill, N. C., tells me that he thinks a letter from me may be of some use to you in deciding whether or not the Board can give any help to the Highlands Museum. I hope that this letter can be of such use and that it will help you to decide affirmatively.

Mr. Clark Foreman of Washington, who is really the instigator of the Highlands Museum and Laboratory, has talked to me about his interests at Highlands for a long time, and has made it possible for me to become personally acquainted with his achievements there. You possibly know Mr. Foreman's enthusiasm and his ability to transfuse that enthusiasm into his friends. I, then, am definitely a Highlands convert.

I believe, however, that even without the pleasant personal relationship between Mr. Foreman and myself, I should be a convert to this good project. I very much hope that the Board can do something to help it along.

Yours truly,

John Wade

NC-256

January 17, 1956.

Dear Dr. Wade:

Thank you very much for your kind letter of January 15th endorsing the work at the Highlands Museum. We appreciate your kindness in having sent us your opinion.

With kindest regards, I am

Sincerely yours,

Trevor Arnett

Dr. John Wade,
The University of Georgia,
Athens, Georgia.

TA CMB

FORM 634

JAN 25 1936

NC-256

WW	JAN 22 '36	W W
Mail	JAN 23 '36	
FBH	JAN 23 '36	FBH
FEB		FEB
AGA		

January 22, 1936

My dear Mr. Couch:

At a meeting of the Executive Committee of the General Education Board held January 17, 1936, the officers presented your letter of November 6th, submitted by you as Chairman of the Special Committee for the Highlands Biological Laboratory, requesting an appropriation of $25,000 to provide adequate housing for persons working at the Laboratory. I regret to inform you that the Committee did not find it practicable to act favorably on the request.

Sincerely yours,

W. W. BRIERLEY

Mr. W.T. Couch
University of North Carolina Press
Chapel Hill, North Carolina

WWB:KEO

COPIES TO JD & LMW

FEB 25 1936

NC-256

AMJ amx

THE UNIVERSITY OF NORTH CAROLINA PRESS · CHAPEL HILL·N·C

DHS JAN 27 '36 WS

WWB JAN 27 '36 WWB

NW JAN 27 '36 WW

TA JAN 30 '36 TA

JD FBS FLS

January 25, 1936

Mr W. W. Brierley
General Education Board
49 West 49th Street
New York City

Dear Mr Brierley:

I wish to thank you for your letter of January 22 concerning the request for the Highlands Biological Laboratory.

Of course I am very much disappointed at your decision because it is probable several universities would have joined in support of the Laboratory on the proposed basis.

It is, as you know, extremely difficult to secure intelligent cooperation between educational institutions anywhere. I am afraid the situation is not being improved by failure to find ways to co-operate on things of this kind.

Sincerely yours,

W. T. Couch

W. T. Couch
Director

wtc b

MAR 2 - 1939

NC-256

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

January 25, 1939

JAN 27 '39

Dear Davis:

Would it be worth your checking up with reference to the work of Dean E. B. Fred on scientific research in the South to see whether the GEB might not be willing to give Clark Foreman a small amount of money for Highlands, since he has the assurance of enough money from other sources to complete the plant? I have not checked on it personally, but the fact that Vanderbilt, North Carolina, and others are cooperating might mean a unit of work which would be effective.

Cordially and hurriedly yours,

HWO-m HOWARD W. ODUM.

Mr. Jackson Davis
General Education Board
49 West 49th Street
New York City

MAR 2 - 1939

January 31, 1939

Dear Odum:

Jack will be back in about two weeks. He will be in Texas for this week. I don't know whether the officers would be willing to reopen the case of Highlands since we decided a few years ago to concentrate our efforts at Mountain Lake. Dean Fred's report has not come in yet.

Davis and Dr. Mann will see your letter on their return to the office.

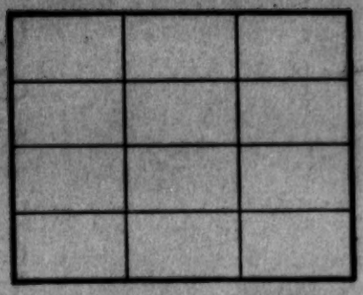
Sincerely yours,

LEO M. FAVROT

Dr. Howard W. Odum
Institute for Research in the Social Sciences
The University of North Carolina
Chapel Hill, North Carolina

LMF:BER

MAR 2 - 1939



March 1, 1939

My dear Odum:

With reference to your inquiry regarding the reopening of the Highlands project, let me say that Dean Fred's report has not yet been received. I do not anticipate, however, that the Board would consider favorably putting money into the Highlands project. It does not have the stability of Mountain Lake and it does not fit in with the regional idea of doing one thing well in one place in this field. We can hardly afford to scatter resources.

Cordially yours,

JACKSON DAVIS

Dr. Howard W. Odum
Institute for Research in Social Science
The University of North Carolina
Chapel Hill, N.C.

JD:DAH

FORM 198

OCT - 8 1941

NC-256

WWB	AUG 25 '41	WWB
FBH	AUG 25 '41	FBH
JD	SEP - 3 '41	JD
EMc		EMc

INTERVIEWS: ARM

Dr. Paul Gross
Duke University
Durham, N.C.

July 10, 1941

PG came in without appointment to discuss the interest of Duke University in the Highlands Biological Laboratory in Highlands, North Carolina, located approximately at the junction of the three states of Georgia, North Carolina and South Carolina. The station is largely a private development by Dr. M. C. Coker of the Department of Botany at the University of North Carolina. It has attracted a good group of plant scientists from the South. Dr. Coker is aging and the station is now in a somewhat precarious condition. It is privately supported on small grants from a few interested institutions. Duke contributes $200 a year and contributions are made by Vanderbilt, Georgia Tech., Clemson and North Carolina.

This station has been offered by Dr. Coker to Duke and the University of North Carolina as a joint enterprise of the two institutions. PG thinks it could be adequately promoted if outside funds could be found to enable it to attract five to seven selected investigators each summer. He sees the need as limited to summer fellowships with no requirement of a capital investment. He hoped the GEB might be interested in case Duke decides to enter into the future development of this station. ARM pointed out that the GEB had made its contribution to such summer research centers in its grants for Mountain Lake and the Blandy Farm in Virginia. He suggested to PG the desirability of having a qualified plant scientist from Duke visit these two centers to gain clear familiarity with their work as a basis for the decision Duke must make. ARM expressed doubt that the Board would find it feasible to contribute to Highlands unless a very distinctive opportunity should appear there.

Duke University is the primary support of the Marine Biological Laboratory at Beaufort, South Carolina. It has little capital investment here and needs little. It needs, however, to enlarge its research program, and to extend its attack on basic problems of the seafood industries. To make this advance fellowships or small grants are needed for this station, also to attract competent investigators.. The Beaufort Station does not, of course, meet the interest of the plant biologists at Duke.

PG urged that in addition to advancing knowledge and providing additional research experience, these research laboratories make a real contribution in bringing together for periods of several weeks selected scientists from a number of different institutions.

PG will keep the officers informed regarding the plans of Duke with respect to the Highlands Laboratory.

ARM

OCT - 8 1941

NC-256

INTER-OFFICE CORRESPONDENCE

FROM: JD

DATE: September 8, 1941

TO:

COMMENTS:

ARM	SEP-8 '41	ARM
FMc	SEP-9 '41	FMc

SUBJECT: Highlands Laboratory

The Highlands project was examined along with Mountain Lake. You will find reports in the files. In location and climate, Highlands is as good as Mountain Lake, but it does not have a natural lake. It is rather more accessible to the lower South. The great weakness, however, is its financial instability and that is still the difficulty.

Beaufort has possibilities because of its bearing on fisheries of the Atlantic coast. FBH and I discussed the possibility of a grant to one or two persons who might work with Prytherch.

JD

JD:ERB

FORM 104

(Original in N C 162)

NC-256

Files

SEP 15 1941

FBH
JD
ARM
WWB
WHK
WHc

Dr. Paul Gross
Duke University
Durham, North Carolina

September 10, 1941
New York, New York

PG had just come from a meeting of the Division of Chemistry of the National Research Council. He said that the Council had become deeply concerned because of the Federal Government's setting up an independent agency under Dr. Vannever Bush for the advancement of research in fields related to national defense. Relatively vast funds are being poured into research under strong centralized government control, and many of the leading investigators are being drawn off from their fundamental studies. There is no criticism of the Government program but a deep concern as to the future of scientific research unless the fundamental phases can be continued and some of the ablest young men coming on drawn into these fields. The implication is that private gifts should go in greater amount to the University and other centers for the maintenance of basic work during this period.

The Committee feels also that it is needful to assay what is happening to the fundamental tools of natural sciences under present emergencies, as, for example, the maintenance of critical tables and other essentials. Many of these tools needed by all investigators are being curtailed or set aside.

PG expressed the off-hand judgment that approximately 25 per cent of the chemists of the country had been drawn into government service, and a higher percentage of the physicists. He used the figure that about 425 out of 1200 have been drawn from industry and institutions. The heaviest draft is on the younger men so essential to the future of the basic training centers. The selective service deferment of many of the young scientists is a considerable safeguard. So is the fact that the O.P.M. has given A-2 priority for equipment and instruments for scientific research.

ARM asked who were the strongest figures in science at Duke. PG named Rosenth and Perlzweig in biochemistry, Hauser and Bigelow in organic chemistry, F. C. Hall in zoology (interests are in blood studies, fatigue and comparative studies in physiology,) and Wolfe in Botany. Hall utilizes scientific assistance well; Wolfe makes few calls for personal help, but uses advantageously any supplied him.

HIGHLANDS LABORATORY

Referring to earlier questions raised by PG regarding this laboratory, it appears now that the University of North Carolina will continue to administer and control the institution so that the problem is more or less settling itself. Duke will cooperate as hitherto.

MARKETING STUDIES

PG states that there is no one on the staff at Duke who has any special interest or capacities in the field of marketing. Dean Hoover presumably has an indirect interest.

A. R. MANN

JAN 20 1948

HC-256

THE HIGHLANDS BIOLOGICAL LABORATORY

Highlands, North Carolina

AVERAGE ELEVATION 4118 FEET

The Highlands Plateau is the greatest biological asset in eastern North America.

January 2, 1948

	WWB		EMR	carol
A-	RDC		RDC	1/8
	FMN	1/48	FMC	
	KSO		KSO	

The General Education Board
49 West 49th. Street
New York, New York

Reply to: Prof. Thelma Howell
Wesleyan College
Macon, Georgia

Gentlemen:

With two institutions of higher learning from each of three states- North Carolina, Tennessee, and Georgia- as member institutions, the Highlands Biological Laboratory has already become a mountain station of regional proportions. From southern universities and their biologists and from biologists of institutions in other sections, appeals have come to the Laboratory to expand its facilities and services.

Because of your fine work in advancing the frontiers of knowledge, the Executive Board of the Laboratory is asking that you read the enclosed leaflet which explains the proposed developmental program.

The Executive Board wishes to place a formal application for aid with your organization. Information as to details to be included in such an application is hereby requested. The Laboratory needs your aid in order to meet this obligation to biologists.

Sincerely,

Thelma Howell

Thelma Howell
For the Executive Board

EXECUTIVE BOARD: Thelma Howell, Wesleyan College, Chairman; H. C. Bold, Vanderbilt University; A. J. Sharp, University of Tennessee; H. R. Totten, University of North Carolina; H. L. Blomquist, Duke University; E. P. Odum, University of Georgia; B. E. Fernow, Clemson College.

JAN 20 1948

January 8, 1948

Dear Professor Howell:

I have your letter of January 2 in which you indicate that the Executive Board of The Highlands Biological Laboratory wishes to file a request with the General Education Board.

It would seem advisable to set forth the request in a letter giving information concerning the purposes of the laboratory and the program carried on by the institution, its relationship to higher education and the purposes of the proposed project.

When this information is in hand, further inquiries can be made by our staff if the project is one which falls within our program.

Sincerely yours,

ROBERT D. CALKINS

Prof. Thelma Howell
Wesleyan College
Macon, Georgia

RDC.clt

FEB - 5 1948

MC256

THE HIGHLANDS BIOLOGICAL LABORATORY

Highlands, North Carolina

AVERAGE ELEVATION 4118 FEET

The Highlands Plateau is the greatest biological asset in eastern North America.

Wesleyan College
Macon, Georgia
January 28, 1948

A RDC	JAN 30	RDC	1/30
KEO	FEB 2 '48	KEO	
FMc	FEB	FMc	
WWB		EMR	

Mr. Robert D. Calkins, Director
General Education Board
49 West 49th. Street
New York 20, New York

Dear Mr. Calkins:

As suggested in your letter of January 8, I am enclosing material which gives the purpose, program, and needs of The Highlands Biological Laboratory.

Currently, the Executive Board of the Laboratory is undertaking to raise the necessary funds to (1) intensify the present research program, and (2) ~~to~~ inaugurate a teaching program based on the needs of graduate students in biology. These objectives grew out of a challenge from biologists of southern universities and those of more remote institutions who wished to take advantage of the rich biota of the Highlands Plateau and the area adjacent to it.

In order to meet these objectives it is necessary to secure (1) housing and messing facilities, (2) an increase in annual income, and (3) research funds. Currently a small campaign is being conducted to obtain Sustaining Memberships from industrial concerns, and research funds from both industry and private individuals. Some good results havd been achieved in this campaign which was begun the last of December.

From the letters from investigators (included in the enclosed material) you will note that the most acute needs of the laboratory are simple housing and messing facilities. While a new laboratory building is needed, that matter can be deferred a year. It would be of invaluable aid to investigators from the southeastern states if the General Education Board would aid this program. To that end the Executive Board of the Laboratory is herewith presenting the enclosed material for your consideration.

Sincerely yours,

Thelma Howell

Thelma Howell
For the Executive Board

EXECUTIVE BOARD: Thelma Howell, Wesleyan College, Chairman; H. C. Bold, Vanderbilt University; A. J. Sharp, University of Tennessee; H. R. Totten, University of North Carolina; H. L. Blomquist, Duke University; E. P. Odum, University of Georgia; B. E. Fernow, Clemson College.

FORM G 24

FEB - 5 1948

January 30, 1948

Dear Miss Howell:

This is to acknowledge your letter of January 28 in which you describe the needs of the Highlands Biological Laboratory. Some officer of the Board will undertake at the first opportunity to confer with you concerning these needs. We are not certain that the project falls within the present program of the Board but we should be glad to explore this further when there is an opportunity to confer with you.

Sincerely yours,

ROBERT D. CALKINS

Miss Thelma Howell
Wesleyan College
Macon, Georgia

RDC.clt

FORM G 24

FEB 25 1948

NC-256

February 2, 1948

Dear Dean Boyd:

I should appreciate it very much if you could give me your confidential opinion of the Highlands Biological Laboratory of which I believe your institution is a member. It would be most helpful to have your opinion of the importance of this laboratory to biological research in the deep South and some statement of the interest that is shown in it by the member institutions. If you care to express an opinion on the question of whether the development of this laboratory is the most effective way of advancing biological research in the South, I should be especially grateful for it.

I have warm recollections of our delightful conversation during my last visit to Athens. I hope I may repeat that enjoyable experience sometime in the future.

With all good wishes,

Sincerely yours,

ROBERT D. CALKINS

Professor G. H. Boyd
Dean of Graduate Studies
University of Georgia
Athens, Georgia

RDC.clt

NC 256

Excerpt from RDC's letter of February 2, 1948 to Dr. Paul M. Gross:

"If it is not an imposition I should like to call on you for some confidential information concerning two or three research projects in which your institution has some interest.

****

Finally, I should like to ask your judgment of the Highlands Biological Laboratory at Highlands, North Carolina, a laboratory of which your institution is apparently a member. Is the development of this laboratory in your judgment an important undertaking at this time for the improvement of research in biological fields in the South. You probably know of the Mountain Lakes Biological Laboratory that is operated by the University of Virginia. If this laboratory is not adequately serving the region, might it not be that strengthening it would be a less costly and more important first step in the development of biological laboratories in the mountain area."

Paul Gross's reply of February 11, 1948:

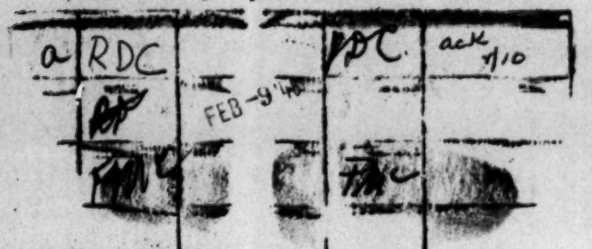
"With reference to the Highlands Biological Laboratory, I may state that, while we have been a contributing member of the group of institutions which has supported this, we have made but little use of it, preferring to concentrate our efforts on the Beaufort Station. I am inclined to agree with you that it would be wiser to support the Mountain Lakes Biological Laboratory rather than to develop a competing institution. In all fairness, I must add that it seems to be the general opinion of the biologists, who know the two stations, that the Highlands location is supposed to be the better one, though I am not competent to appraise the differential in its favor in any objective terms."

NC-252

FEB 25 1948

VANDERBILT UNIVERSITY
NASHVILLE, TENN.
OFFICE OF THE CHANCELLOR

February 6, 1948.



Mr. Robert D. Calkins,
General Education Board,
49 West 49th St.,
New York 20, N. Y.

Dear Mr. Calkins:

I wrote a letter for the ~~Highlands Biological Laboratory~~ when they applied to the Campbell Foundation. I am not in position to compare the work of the Mountain Lakes Biological Station with it, except in a most general way. I can only say that the influence of the Virginia Station has not spread much below the State line. I have known practically no students from this region who have gone there or faculty members who have taught there, Perhaps this is because of the Highlands Laboratory which serves the region further South.

Why not put the matter up to the Directors of the two laboratories, stating that the Board is interested in the support of work of this character, but would like to be informed whether the two stations are over-lapping in function, or whether they have distinctly different objectives. It might be that a conjunction of the two laboratories could be effected. This might necessitate a sustaining grant to the Highlands Laboratory until the matter could be worked out.

Frankly I do not know whether we need both stations. Upon the surface it would appear perhaps doubtful.

Yours sincerely,

Harvie Branscomb

Harvie Branscomb.

HB/B

FORM 6-84

FEB 25 1948

February 2, 1948

Dear Harvie:

We have before us an inquiry concerning our interest in helping the Highlands Biological Laboratory. In going over the material, I find that you have written a letter of endorsement. You may know that the University of Virginia operates the Mountain Lakes Biological Station in very much the same way that it is proposed to operate the Highlands Biological Laboratory. Before bringing this matter up for consideration we are endeavoring to obtain the judgment of a few people concerning the real importance of assisting another laboratory of the type now maintained by the University of Virginia.

I hesitate to burden you with this request but I should be glad to have your confidential opinion as to whether aiding this type of venture is in your judgment the most effective way of strengthening the biological sciences and biological research in the South. That may seem like a large and difficult question but I modestly seek only the best judgments you can give off-hand without going to serious trouble.

With all good wishes,

Sincerely yours,

ROBERT D. CALKINS

Chancellor Harvie Branscomb
Vanderbilt University
Nashville, Tennessee

RDC.clt

COPY (Original in 117) NC-256

February 10, 1948

Dear Harvie:

****

I also have your letter about the Biological Laboratory. Your suggestion is precisely the one which I had rather expected to follow after learning more about the Highlands Biological Laboratory.

With all good wishes,

Sincerely yours,

ROBERT D. CALKINS

Mr. Harvie Branscomb
Vanderbilt University
Nashville, Tennessee

RDC:emf

NC-252

FEB 25 1948

THE UNIVERSITY OF GEORGIA
GRADUATE SCHOOL
ATHENS, GEORGIA

OFFICE OF THE DEAN

February 10, 1948

Dr. Robert D. Calkins, Director
General Education Board
49 West 49th Street
New York 20, New York

Dear Dr. Calkins:

Since I have never worked there, I do not feel that my opinion of the Highlands Biological Laboratory would have very great value, but I am glad to give it to you for whatever it may be worth. I have known of the laboratory and have had reports from people who worked there for quite some years. Two members of my staff in biology were there last summer and they are exceedingly enthusiastic about the possibilities. The same attitude has been expressed to me by a number of people who have worked there in the past.

The Highlands region affords a most favorable climate for summer work. Biologically, the region represents a sort of meeting ground between the more northern flora and fauna and those of the more southern region. In this respect it has some advantage over the Mountain Lake region, even though it is only three-hundred miles distant from Mountain Lake. It seems to me to have the further advantage of being in relatively easy reach of the southeastern region of the Atlantic Coastal Plain. It is, of course, quite some distance from the Gulf Coastal region, and I understand that both Mississippi and Louisiana have coastal stations that would provide contact with the Gulf region.

The work that has been done at Highlands in the past years is, as I understand, limited to research, and a relatively small number of people work there during the summer. It has been used by Botanists more than Zoologists. I assume that as it is developed it will be used for both teaching and research. In spite of the fact that I think that locality has some advantage over the Mountain Lake region, I am still somewhat bothered with reference to duplication of the Mountain Lake station.

I cannot say that I think it is the most effective way of advancing biological research in the South. I think our first

need is for the development of personal and physical facilities in our own institutions. At the same time, I am sure that summer laboratories under conditions that are favorable to work and to professional contacts do much to promote our work. This laboratory is suitable and favorably located to fulfil such a purpose.

With kind personal regards, I am

Very sincerely yours,

George H.Boyd, Dean

GHB:JAS

FEB 25 1948

February 19, 1948

Dear Dean Boyd:

I am most grateful to you indeed for your helpful comments concerning the Highlands Biological Laboratory. I hope that when I am next in Athens we may have an opportunity to discuss this matter further.

With all good wishes,

Sincerely yours,

ROBERT D. CALKINS

Dean George H. Boyd
The University of Georgia Graduate School
Athens, Georgia

RDC.clt

FORM 100

NC-256

INTERVIEWS: EDC

February 17, 1948
Durham, North Carolina

DUKE UNIVERSITY

Dean Paul Gross does not pretend to know a great deal about the Highlands Biological Laboratory. He believes it is about the only one in the area which is really comparable in its field to Woods Hole in the field of marine biology. He said it is located in an area of virgin territory and therefore affords excellent opportunity for botanists. Duke has cooperated with the institution but the facilities there are limited. He thinks it could be made into a most useful instrument for the furthering of biological research.

FORM 199

mc 256

JUL - 6 1948

RDC		RDC
[illegible]		WHB
FMc	APR 22 '48	CAB
KEO		HOD

FM — APR 24 '48 FM

INTERVIEWS: AHE

April 14, 1948
Atlanta, Georgia

THELMA HOWELL
Wesleyan College

RE: Highlands Biological Laboratory

Miss Howell is Professor of Biology at Wesleyan College, Resident Director of the laboratory at Highlands, North Carolina, and Chairman of the Executive Board of the Highlands Biological Laboratory. AHE discussed with Miss Howell the request for aid in expanding facilities of the Highlands Biological Laboratory and indicated that the GEB probably would not be able to make such a grant.

Miss Howell probably will modify the request to cover only scholarships, fellowships, or grants-in-aid for research. She asked if the GEB would be interested in paying the salary for one year of a full-time director of the Highlands Biological Laboratory to enable that person to devote full-time to building up interest in the laboratory. I gained the impression that Miss Howell would welcome the job and believes she can get the needed funds within a year if she could take the time off from her duties at Wesleyan.

RDC and AHE will get in touch with Miss Howell in Atlanta about May 10th.

AHE:cnb

Excerpt from Samuel L. Meyer's letter of April 28, 1948:

"I understand that the Highlands Biological Laboratory at Highlands, North Carolina, has presented an application for some financial support with the General Education Board. We here at the University of Tennessee are very much interested in the program of the Highlands Laboratory. The area in which it is located contains a rare collection of biological materials. It is the only laboratory in the southeast which is supported through the cooperative activities of several of the universities and colleges in the area. We feel that its opportunities are great. However, as I am sure you know, the program of the laboratory has been handicapped through the years because of a lack of financial support. I can assure you that those of us who have followed the development of the Highlands Laboratory since it was established hope that at this time the General Education Board will lend its aid to an institution that offers so much promise in the development of biology in the south."

AHE's reply of May 18, 1948:

"I wish to thank you for your comments concerning the Highlands Biological Laboratory. These comments will be helpful to the officers in considering the request before the Board."

NC-256

MAY 19 '48

THE HIGHLANDS BIOLOGICAL LABORATORY

Highlands, North Carolina

AVERAGE ELEVATION 4118 FEET

The Highlands Plateau is the greatest biological asset in eastern North America.

May 13, 1948

MAY 17 '48 RDC 5/17

RAC
HE
WWB
RED
HMP

Dr. R.D.Calkins, Director
General Education Board
49 West 49th. Street
New York 20, New York

Dear Dr. Calkins:

At the time of my conference with Dr. Edens I understood that you would be in Atlanta about the 8th. of May and would talk with me about the request of The Highlands Biological Laboratory. Since I have not heard from you, I am wondering about the status of the request from the laboratory.

I asked Dr. Edens to especially call to your attention that the Executive Board of the Laboratory contemplates no teaching program that will permit the offering of courses that can be successfully taught on a college or university campus. The great need in this area if for facilities that will permit the teaching of courses that cannot be offered on the college campus and that will permit the investigation of the fauna and flora of the southern mountain areas.

I am enclosing a copy of a resolution which I received yesterday.

Sincerely,

Thelma Howell

Thelma Howell
For the Executive Board

EXECUTIVE BOARD: Thelma Howell, Wesleyan College, Chairman; H. C. Bold, Vanderbilt University; A. J. Sharp, University of Tennessee; H. R. Totten, University of North Carolina; H. L. Blomquist, Duke University; E. P. Odum, University of Georgia; B. E. Fernow, Clemson College.

NORTH CAROLINA ACADEMY OF SCIENCE

OFFICERS
F. G. HALL, PRESIDENT
A. D. SHAFTESBURY, VICE-PRESIDENT
REINARD HARKEMA, SECY.-TREAS.

EXECUTIVE COMMITTEE
THE OFFICERS AND
J. N. COUCH
I. E. GRAY
E. H. HALL

MAY 19 '48

Be it resolved that the North Carolina Academy of Science convey to Professor Thelma Howell, Resident Director of the Highlands Biological Laboratory, Highlands, N. C., an expression of appreciation for the work of the Laboratory and for the facilities afforded by it to the biological workers interested in the flora and fauna of the southern mountain region.

Be it further resolved that the Academy favors expansion plans for the Laboratory whereby more working space will be made available and whereby lodging and board at less than the usual resort prices may be made possible; and that it is the hope of the Academy that such plans may be carried to a successful conclusion at an early date.

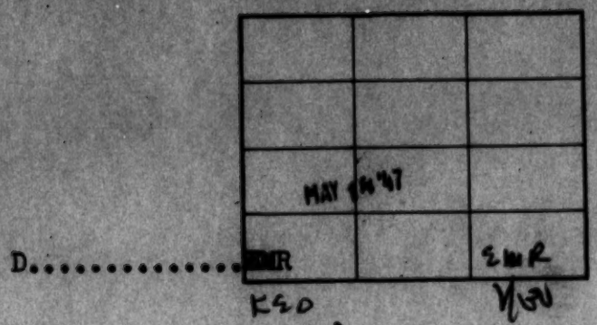
The above resolutions were unanimously approved by the Academy.

Reinard Harkema

FORM G 24

MAY 19 '48

RC-256



May 17, 1948

Dear Professor Howell:

I regret very much that during my hurried visit to Atlanta I did not have an opportunity to communicate with you, but I had learned from Mr. Edens that his discussion with you furnished the essential information which the Board needed in order to consider your request for the support of the Highlands Biological Laboratory.

The officers have today given serious consideration to this project. I regret that they have not felt that they could recommend the project for support.

Sincerely yours,

ROBERT D. CALKINS

Professor Thelma Howell
For the Executive Board
The Highlands Biological Laboratory
Wesleyan College
Macon, Georgia

RDC.clt

NC 256

INTERVIEWS: RDC

January 24, 1949
Athens, Ga.

UNIVERSITY OF GEORGIA

The Highland Laboratory is used by the University of Georgia and the University pays a membership fee. B doesn't know how valuable it is to biologists in the area.

RC 256

JAN 1 91950

FMc	JAN-6 30 JAN-5 30 FMc	
JHP		JHP
EdE	Jan 6	EdE

INTERVIEWS: RDC

December 30, 1949
New York

Harold C. Bold, Prof. of Biology
Vanderbilt University

B came to talk about the Highlands Biological Station which is jointly supported by a number of southeastern institutions. I expressed my usual doubts about these scattered biology stations and suggested that the biologists of the region might well try to choose a central station and concentrate their efforts in building it to first-rate status. B feels that Highlands is the ideal spot for this and it already has at least nominal cooperation with a number of institutions. I offered no encouragement of support.

ROBERT D CALKINS

RDC

RDC.clt

FE-256

FEB 13 1951

THE HIGHLANDS BIOLOGICAL STATION

(FOUNDED 1927; INCORPORATED 1930)

Highlands, North Carolina

AVERAGE ELEVATION 4118 FEET

The Highlands Plateau is the greatest biological asset in eastern North America

January 30, 1951

RDC FEB-2'51 RDC 2/2
EdF FEB-2'51 declination 2/20/51
KEO Reply to: Miss Thelma Howell
JHP esleyan College
FEB-2'51 con, Georgia
RWT FEB-6'51
HMP

Mr. Robert D. Calkins, Director
General Education Board
49 West 49th. Street
New York, New York

Dear Dr. Calkins:

You will recall that the Highlands Biological Station (formerly The Highlands Biological Laboratory) presented, on January 28, 1948, a formal request for aid in providing housing facilities for investigators. This problem has been worked on since that time and in November the Station received a gift of some residential property near the laboratory. This gift will enable the Station to take care of the housing problem for the present. I know you are pleased with the evidence of the continued progress of the Station.

At its Annual Meeting on August 27, 1950, the Board of Trustees received from the biologists representing the Subscribing Institutional Members (Duke, Vanderbilt, Wesleyan College, N.C. State College, and the Universities of North Carolina, Tennessee, and Georgia) a request for funds to conduct a survey of an area in a county adjoining the location of the Station. This area is soon to be inundated by a hydroelectric project. Preliminary surveys have shown the biological importance of the area, and unless extensive research is made before the area is inundated, valuable data will be lost forever.

The Board of Trustees voted to include the project in its list of those for which special funds would have to be raised. The Finance Committee of the Board of Trustees is now undertaking to raise funds for this much-needed research.

If such a program of research falls within the present program of the General Education Board, the Station would like tosubmit a formal request for aid in this research program.

I am enclosing a copy of the 1950 Summer Bulletin of the Station.

Sincerely,

Thelma Howell

Thelma Howell
Executive Director Laboratory

FEB 3 1951

February 2, 1951

Dear Miss Howell:

It is good to know of the progress you have made in building up the facilities of the Highland Biological Laboratory. In your letter of January 30, you inquire about the possibility of aid for a survey in an area soon to be inundated. The sort of project you propose is not now being supported by the General Education Board and I can hold out very little prospect of our being able to help you.

It would seem to me wise to explore the possibilities of cooperation with the TVA.

When our officers reassemble in late February we shall give your request formal consideration and at that time I shall write you further.

Sincerely yours,

ROBERT D. CALKINS

Miss Thelma Howell
Wesleyan College
Macon, Georgia

RDC.clt

FORM G 84

APR 11 1951

NC-256

For mailing.....

RDC		
WMc	MAR 21	
JHP		
RWJ	MAR 20	

March 20, 1951

Dear Miss Howell:

The officers of the General Education Board have now given careful consideration to the request contained in your letter addressed to Dr. Calkins dated January 30, 1951, for aid for a biological survey in an area soon to be inundated by a hydroelectric project.

It is with regret that I must report that the Board cannot make the grant requested.

I regret the disappointment that this adverse decision may cause you and hope that you will be successful in obtaining the necessary funds from other sources.

Sincerely yours,

Miss Thelma Howell
Executive Director Laboratory
The Highlands Biological Station
Highlands, North Carolina

EdH:at

FEB - 5 1948

Appendix IV

THE HIGHLANDS MUSEUM AND BIOLOGICAL LABORATORY

OPPORTUNITIES FOR BIOLOGICAL WORK AT HIGHLANDS AND REPORT OF PROGRESS

BY

W. C. COKER

Publication No. 4

April, 1939

HIGHLANDS, NORTH CAROLINA

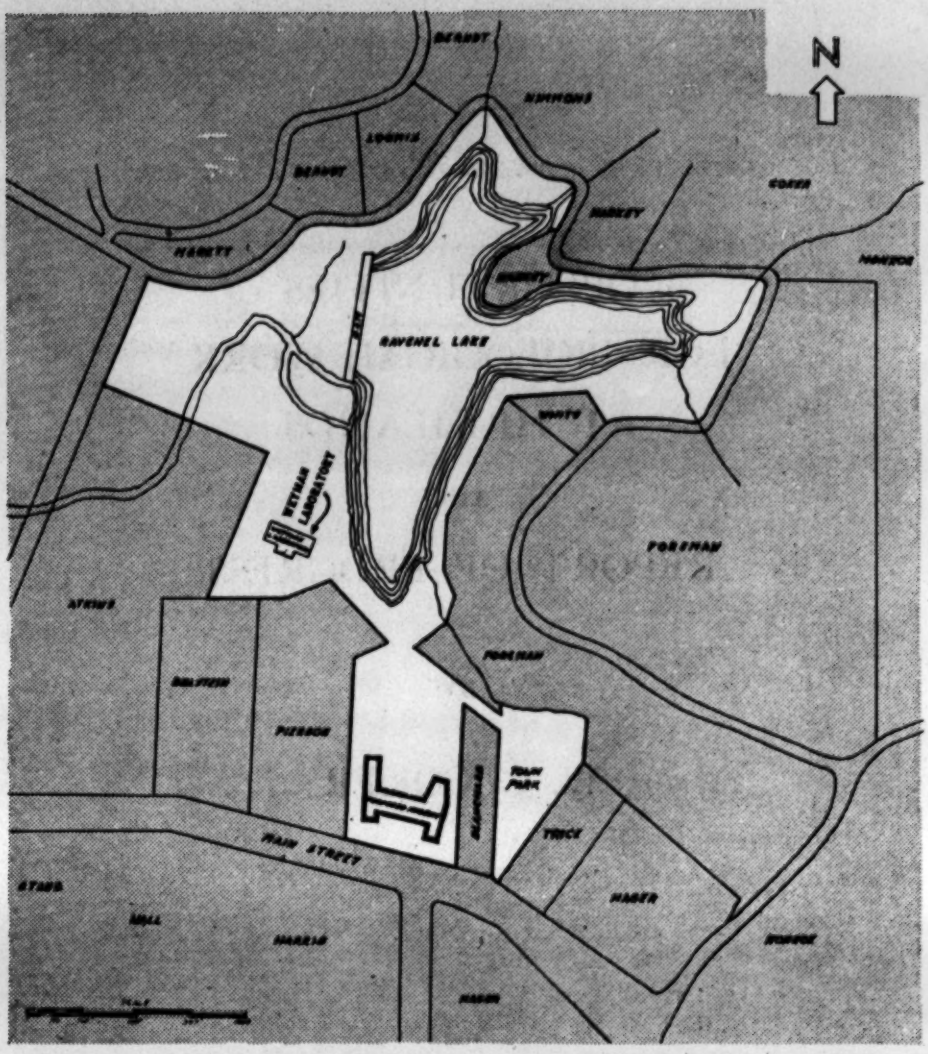
OPPORTUNITIES FOR BIOLOGICAL WORK AT HIGHLANDS

AND

REPORT OF PROGRESS

BY

W. C. COKER



PROPERTY OF THE

HIGHLANDS MUSEUM AND BIOLOGICAL LABORATORY

HIGHLANDS, N. C.

SHOWING LOCATION OF PROPOSED
NEW MUSEUM BUILDING

The Sam T. Weyman Memorial Laboratory

IN 1931 at Highlands, Macon County, North Carolina, a compact and well-built laboratory was completed and opened for the use of students of natural history. In August of that year it was dedicated as the Sam T. Weyman Memorial Laboratory. It is the property of a corporation known as the Highlands Museum and Biological Laboratory. The building has all conveniences, such as water, lights, individual work rooms and one large central room, dark room for photographic work, and a drying apparatus for plants. It is situated in the town of Highlands on the edge of Ravenel Lake, about 7 acres in extent, which is owned by the corporation. They also own about 6 acres of land surrounding the lake. The building is intended for the use of professors and students engaged in research in any of the natural history subjects. There is no class instruction yet carried on there. The laboratory was illustrated in the *Architectural Record* for October, 1932, and a photograph of the lake is shown on page 330 of *Mycologia* for 1933.

The laboratory is ideally situated for the study of mountain life. The town of Highlands is in the southwestern part of the state near the South Carolina and Georgia boundary lines. It is not in a valley or on a mountain but on a plateau of several thousand acres, the general elevation of which is between 3500 and 4000 feet. The town itself is 3823 feet at the town square, being the highest incorporated town east of the Rocky Mountains. Around the plateau arise mountains with elevations of 4500 to over 5000 feet. The highest peaks

of the Blue Ridge and the Smoky Mountains are in easy reach by good roads. One of the great advantages of Highlands is its accessibility to South Carolina, Georgia, the Gulf States and Tennessee. By the coming summer it will be approached by well-paved highways from all directions. It will then be somewhat less than four hours by automobile from Atlanta. From its original settlement it has always been a popular summer home for citizens of the above-mentioned states.

Extending almost to the edge of the town is a region of undisturbed primeval forest, representing in its perfection the most magnificent growth to be found in the United States east of the Mississippi River. The area consists of two holdings, the "Primeval Forest" and the "Richardson Woods." The "Primeval Forest" covers about 1600 acres and the "Richardson Woods" 289 acres. In these forests there are to be found the largest specimens of several species of eastern American trees, such as Carolina and Canadian Hemlock, Choke Cherry, Silver Bell (Halesia). Here also the Cherry Birch *(Betula lenta)*, Fraser's Magnolia, and Cucumber Tree probably reach their greatest development. Adjacent to these forests for some distance is the Nantahala National Forest, a protected area of typical mountain growth. The highway between Highlands and Franklin skirts the Cullasaja Gorge, the deepest and wildest ravine east of the Mississippi, containing a series of magnificent waterfalls.

There are six lakes (artificial) on the Highlands Plateau, and these are unusually rich in aquatic life, both plant and animal. Concerning these lakes, Dr. J. G. Needham of Cornell writes (letter of Oct. 11, 1932):

"I collected in two ponds in Highlands and found good picking in both. The little one on the place that formerly belonged to Mr. Harbison was surprisingly good in early spring and yielded me a damsel fly that I have not yet been able to determine—it may be a new species—as well as a

lot more of other interesting species, among which was the very handsome swift-flying *Tramea carolina*. . . . So you see that for the groups in which I am personally most interested, the collecting at Highlands is very fine."

Again, Dr. E. E. Reinke of Vanderbilt, who had been director of the museum since 1929 and became the first director of the laboratory, wrote in Publication No. 1 of the Highlands Museum of Natural History, p. 4:

"Varied physiographic features such as these afford varied life conditions, and where these obtain within a relatively restricted area, there we have an ideal location for a biological laboratory. But over and above this is the fact that if, with Highlands as a center, we should draw a circle whose radius is roughly 10 miles, in traversing that circle from west to east we should pass through a gradient of elevations from 2000 to 5000 ft.; if we took a direction from south to north we should pass through an actual gradient of 3500 ft. This simply means that we should pass through successive life zones, terminating in the Canadian. The best feature of it is that Highlands is close to the top of the gradient and not at the bottom of it, as is true of most of the villages in the Southern Appalachians."

Not only in the higher plants but also in the lower groups, ferns, mosses, liverworts, and fungi, the Highlands area offers a wealth of forms unsurpassed by any equal area in temperate North America. Indicative of its opportunities for students of these groups, Highlands was chosen as headquarters for the first summer foray, August 1933, of the Mycological Society of America, and of the Sullivant Moss Society foray in June 1934. In his report of the moss foray (*The Bryologist*, Vol. 37, page 77) Dr. Conard says:

"Generally speaking there is no region in eastern North America so rich in botanical wonders as the Southern Appalachians. The bryological wonders have mostly been neglected in the published accounts. They are no less notable

than the more showy Vasculares. True, the mossways in the middle of June are miraculously beautified with the deep red *Rhododendron catawbiense,* the flame azalea from lemon yellow to deep scarlet blazing along the hillsides, and the miles of *Kalmia latifolia* from white to almost red. The big leaves of *Magnolia Fraseri* are impressive, as are the dense groves of double balsam on the high summits, and the ground cover of Galax. These all bespeak a moist mild climate, ideal for bryophytes."

The main support of the laboratory at present comes from the University of North Carolina, Vanderbilt, and Duke University. During the past year, in addition to their direct contributions for the upkeep of the laboratory, these institutions provided five graduate scholarships for the encouragement of student research there. For this coming summer there will be six such scholarships, two from each institution.

Institutional memberships are welcomed on the same basis as the present members, that is on the payment of annual dues of $100. Workers from member institutions are free to use the laboratory without additional fees. Those from other institutions are charged the regular membership fee of $10 per year. Individual life memberships are $100.

The corporation has also been fortunate in generous support by individual gifts from friends. Besides money donations, it has recently been presented with a large lot extending from Main Street to the original property around the lake, on which it is planned to place the new museum, and also a small lot south of the laboratory for the protection of the laboratory against too close encroachment of other buildings. We print herewith the plot showing the area now owned by the corporation (in white), together with adjoining property areas which are shaded. Also in white is shown a small town park connected by a right-of-way with the laboratory property.

Research at the Laboratory

Vanderbilt University was represented in the summer of 1938 by Prof. E. E. Reinke, Head of the Department of Biology, Mr. Claude S. Chadwick, Instructor in Biology, and three students as technical assistants. Dr. Reinke's report of the work done by the Vanderbilt group on a certain problem during this and preceding summers is as follows.

"For the last six or seven years E. E. Reinke has been making continued observations on the life-history of the American newt *(Triturus viridescens)* as it occurs at Highlands where the material is abundant. The findings are in fundamental agreement with the original description by Gage ('91) whose observations were later confirmed and extended by Pope ('24). They are in disagreement with the observations of Noble ('27 and '29) on the same form in Long Island and in the vicinity of Woods Hole, Mass.

"Briefly, after the larvae undergo their metamorphosis at the end of the first summer, they emerge from the water and assume a terrestrial habitat. They very definitely move away from water and seek higher land. Their color is red, the tail is not keeled, the skin is dry and highly repellent to water and the lateral line organs are not in evidence superficially. Thus adapted, they live on land for at least four years, increasing in over-all length from about 35 mm to 90 or 100 mm. At the end of the fourth summer (perhaps, in some cases, the fifth) these thoroughly terrestrialized animals (now called red efts) migrate back to standing or, at least, quiet water which they enter. By the next spring they have reached sexual maturity and the following changes are to be noted: a profound color change from red to olive-green dorsally (with black pigmentation) and lemon-yellow ventrally; the skin is smooth and moist and adapted to aquatic respiration; the tail becomes keeled, and the lateral line organs reappear. In this condition, retaining their lungs,

they live in water for the rest of their lives. After years of observation there is no evidence that, in the Highlands area, they ever again leave the water.

"In the summer of 1937 E. E. Reinke and C. S. Chadwick attacked the question of the factors involved in the initiation of this "water-drive." On theoretical considerations it was assumed that the control was endocrinal and that it probably involved the pituitary gland. Under properly controlled experiments pituitaries of adults were implanted in 26 "red efts" of varying sizes and ages. In 25 of these cases the experimental animals took to water in an average of *four days*. The case of the 26th animal is easily explained on the basis of experimental error. While it did not take to water it showed some of the changes exhibited by the others. The animals were kept for periods varying from 8 to 22 days, when the bodies were taken for purposes of autopsy. In all 25 cases the following changes were observed: molting of the stratum corneum of the epidermis with the assumption of a smooth and moist condition of the skin; color changes toward that of the adult with a marked line of demarcation between the dorsal and ventral areas; the progressive assumption of a keeled tail, and a progressive reappearance of the neuromasts of the lateral line.

"In the summer of 1938, assisted by three students, W. K. Jordan, James Polk and Walter Yeider, the investigation was resumed and extended. First, 6 "red efts" were implanted with adult pituitaries and, under controlled conditions, all of these took to water on an average of 4 days and exhibited the body changes noted above. The series was thus extended to 31 out of 32. Six out of 6 experimental animals, implanted with *anterior lobes* of the pituitary, similarly took to water. Twelve out of twelve animals which had been gonadectomized and then implanted with adult pituitaries also showed the same results and the same is true

of 8 out of 8 which were thyroidectomized and then implanted with adult pituitaries.

"In 1938, also, various control experiments were devised and carried out, such as the implantation of liver, brain, testis and muscle tissue, but in none of these cases was there any activation of the experimental animal toward the "water drive." Definitely gonad implantations do not bring about the water drive. Thyroidectomized efts do not molt, but when such efts receive pituitary implantations they take to water. The action of the pituitary in forcing the red efts to water seems to be independent of either the thyroid or the gonads.

"Injections of commercial preparations of thyroxin induce molting but not any other changes associated with the water drive. Injections of antuitrin S were entirely negative in their effect upon efts. Finally, in another set of experiments, it was shown that normal red efts of various sizes do not survive when forced to remain in water from Lake Ravenel which is copiously inhabited by adult forms of this species.

"The residence of C. S. Chadwick at Highlands during 1937 was largely made possible by a scholarship grant of $100 from Duke University, and grateful acknowledgement of this courtesy is hereby made."

The two Duke University scholarships were filled in the summer of 1938 by Miss Thelma Howell and Mr. Evert Stanley Luttrell. Miss Howell, M.A. from Duke University and now instructor of biology at Wesleyan College, Macon, Georgia, was principally concerned with aquatic insect larvae in Macon and Jackson counties, N. C. Following is her brief report of her results.

"The Macon County streams worked were: Big Creek, Cullasaja River, Edwards Creek, Overflow Creek, and Wayah Creek. In Jackson County the following streams

were worked: Chattooga River, Cullowhee Creek, Fowler's Creek, Green's Creek, Norton Mill Creek, and Soco Creek.

"The number of species found were: Diptera, 9; Ephemerida, 23; Neuroptera, 1; Odonata, 8; Plecoptera, 8; and Tricoptera, 15.

"Big Creek can be reached very easily from the laboratory, and it is very rich in aquatic insect larvae. The number of species found there: Diptera, 2; Ephemerida, 13; Odonata, 2; Plecoptera, 3; and Tricoptera, 10.

Specialists who have examined the material are:

Odonata: Dr. J. G. Needham, Cornell University.

Ephemerida: Dr. Jay R. Traver, Mass. State College, Amherst, Mass.

Plecoptera: Dr. T. H. Frison, Chief, Nat. Hist. Survey, Urbana, Ill.

Tricoptera: Dr. H. H. Ross, Systematic Entomologist, Nat. Hist. Survey, Urbana, Ill.

Diptera: Dr. J. Speed Rogers, University of Florida, Gainesville.

"Insect larval life in the streams of Macon and Jackson counties is plentiful but little studied. The collection and rearing of specimens would clear up many points now in doubt. The Sam T. Weyman Memorial Laboratory could be used as a place for the rearing of larvae."

As to the salamanders, Miss Howell reports the finding of 7 species in Jackson County and two in Macon as follows:

Jackson County

Desmognathus fuscus carolinensis
Desmognathus phoca
Desmognathus quadra-maculatus
Eurycea bislineata wilderae
Plethodon metcalfi
Pseudotriton ruber schenki
Triturus viridescens viridescens

Macon County

Eurycea bislineata wilderae
Plethodon metcalfi

To the Macon County list, Dr. Reinke adds the following:

Ambystoma maculatum
Aneides aeneas
Plethodon cinereus
Plethodon glutinosus
Triturus viridescens viridescens

Aneides aeneas is new to North Carolina and has never before been reported outside the Cumberland Plateau. A single large specimen was found in a woodpile within the limits of the town of Highlands. While not yet found at Highlands, Dr. Reinke reports finding *Plethodon shermani* from the Nantahala Mountains, *P. Jordani* from the Smokies, and *Leurognathus marmorata* at Waynesville, North Carolina.

Mr. Luttrell's work was mostly collecting lichens for the Duke University Herbarium. His results may be briefly summarized as follows.

The commonest and most conspicuous forms observed in the vicinity of Highlands are:

On bare rock cliffs and slopes

Mound forms—*Cladonia rangiferina*, *C. sylvatica*, and *C. caroliniana*, singly or mixed with *Selaginella rupestris*;

Loose foliose forms—*Gyrophora Dillenii*, *G. Muhlenbergii*, and *Umbilicaria pustulata*;

More closely appressed forms—*Parmelia conspersa*.

On trees

Most conspicuous are the large flat thalli of *Sticta amplissima* and *S. pulmonaria* accompanied by *Usnea florida* and species of Parmelia and Lecanora. Frequent on pine is *Evernia furfuracea*; in moist places species of Collema.

On soil

In the woods the fruticose *Cladonia furcata* and *Peltigera canina;* along banks and road cuts *Cladonia subcariosa, C. cristatella, C. verticillata, C. mitrula,* and *Baeomyces roseus.*

On fence posts and rails

Cetraria lacunosa, C. ciliaris, Usnea florida, and species of Parmelia.

Total collections	250
Total number of species	48

The University of North Carolina was represented by Prof. W. C. Coker, Head of the Department of Botany, Miss Laurie Stewart, acting curator of the herbarium, Dr. Herbert Hechenbleikner, now instructor in biology at the University of South Carolina, Mr. James Doubles, M.A., Miss Frances Foust, M.A., and Mr. Lane Barksdale, graduate student. The last two were holders of the two scholarships from this university.

Prof. Coker's work was principally on the higher fungi. He and Miss Alma Holland, who has worked with him at Highlands every preceding summer since the laboratory was opened but who was in Europe in the summer of 1938, have been preparing for some years a monograph of the Boletaceae of North Carolina. This work was continued by Prof. Coker, together with collection and study of other fungi of interest. Among the Boletes, Clavarias, Hydnums, and jelly fungi he found a number of new species and others new to the south. It is expected that some of these results will be published in the *Journal of the Elisha Mitchell Scientific Society* during the present year. Miss Stewart assisted Prof. Coker in photography, and she and Dr. Hechenbleikner gave most of their time to the study of the higher plants and ferns of Macon County. They secured about 1000 specimens of flowering plants, covering about 500 species, and about 75

collections of ferns, including nearly thirty species. These latter included the remarkable fern *Trichomanes Boschianum*, belonging to the very interesting family of "Filmy Ferns," and the first member of the family ever found in this state. An account of this finding with illustrations was published in the *Journal of the Elisha Mitchell Scientific Society*, Vol. 54, page 349, 1938.

Miss Foust worked on one of the simpler groups of fungi known as water molds, and found a new species which will probably be described soon in the Mitchell Journal.

Lane Barksdale collected and studied species of Trillium or "Wake Robins." His work was done earlier in the spring in different parts of the mountains when the plants were in bloom. His results were embodied in a thesis on "The Pedicellate Species of Trilliums Found in the Southern Appalachians," presented to the University of North Carolina for a master's thesis. This has already been published in the Mitchell Journal, vol. 54, page 271, 1938.

Mr. Doubles worked with that remarkable group of lower creatures intermediate between plants and animals, known as slime molds or Myxomycetes. He found 41 species. This group has been much neglected, and so far as we know, none of these species has ever been recorded from this region. Mr. Doubles now has growing in Chapel Hill the plasmodia or vegetative stage obtained from the spores of several of these species.

For several summers from 1931-36 the University of Tennessee was represented in the laboratory by Dr. Hesler and Dr. Sharp, at times accompanied by one or more students. Dr. Hesler and his students worked intensively on the fungi and found a number of new species as well as many that were rare or new to the South. Dr. Sharp studied mainly mosses, liverworts and ferns. He discovered in this region a number of rare mosses and liverworts. The first definite record of a species of the genus Bartramidula in

the United States is the new species *B. carolinae* Sharp, discovered by him at Highlands and published in Grout's *Moss Flora of North America*, vol. 2, part 3, page 163, 1935.

Every summer a number of students of plant and animal life come to Highlands for varying periods of study. Among these have been Dr. J. G. Needham and Dr. Jay Traver of Cornell University, Dr. J. S. Rogers of the University of Florida, Dr. Julian Miller and Dr. J. N. Reid of the University of Georgia, Dr. Alexander Petrunkevitch of Yale, Dr. J. N. Couch, Dr. H. R. Totten, Dr. J. M. Valentine, and Mr. Leland Shanor of the University of North Carolina, Dr. Kenneth W. Hunt of the College of Charleston, Mrs. Bayard Taylor of Asheville, N. C., Dr. R. Weindling of Clemson College, Dr. D. L. Wray of the North Carolina Department of Agriculture, and many others.

The Highlands Museum

The Highlands Museum was started in 1927 by the citizens of Highlands for the purpose of preserving some of the valuable private collections made by the first settlers in that region. Money was raised to build an addition to the town library, in which the museum collections have been temporarily housed up to the present time. Important collections of the museum include the Cleveland collection of local Cherokee artifacts, minerals of North Carolina, largely made up of the valuable Colburn collection, a small herbarium of flowering plants and ferns, a limited series of mammals, birds, reptiles, and insects, and a small exhibit of native woods. An exhibit of the fluorescent and optical properties of minerals has been made possible by several friends of the museum.

During the years that Dr. Wheeler has been director of the museum, he has greatly added to its collections and to

its usefulness to the public, both in the instructive character of its exhibits and in the educational work carried on. In the latter he has been greatly assisted by his wife. During the months of July and August, lectures, field trips, and, for young people, some class instruction are included in this program.

Associate memberships (confined to the museum) are $1.00 annually for adults, twenty-five cents for children.

As mentioned previously, the corporation has just completed arrangements for building a new museum of modern design and construction. It is to cost about $17,000, most of which is to be furnished by WPA. The building will have one large exhibit room about 30 by 40 feet, special exhibit room, and also rooms for class work, preparations, storage, etc. The architect is Arthur J. Kelsey, with Kastner and Berla, associates.

OFFICERS AND TRUSTEES OF THE CORPORATION

President: W. C. Coker
University of North Carolina, Chapel Hill, N. C.

Vice-President: L. R. Hesler
University of Tennessee, Knoxville, Tenn.

Secretary: William Lippincott
Clemson College, South Carolina

Treasurer: Clark Foreman
Washington, D. C.

Director of the Museum: H. E. Wheeler
Birmingham, Alabama

TRUSTEES

To Retire in 1939

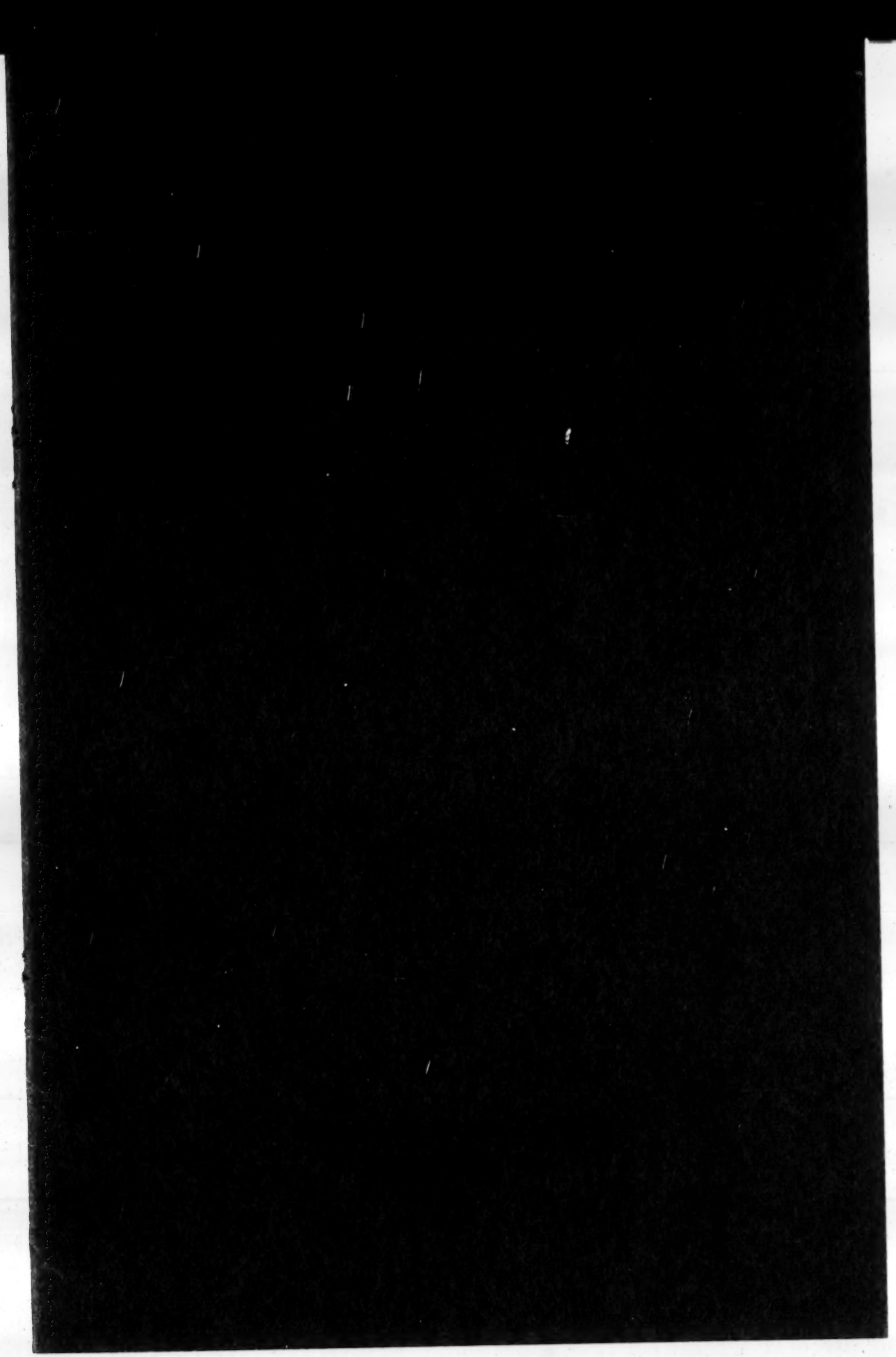
H. W. Sloan — Minnie D. Warren
J. K. Stoddard — Charlotte B. Elliott
Rosalie Howell

To Retire in 1940

W. C. Coker — Clark Foreman
R. L. Foreman — Gertrude Harbison
H. L. Blomquist

To Retire in 1941

A. J. Sharp — Mary J. Crosby
H. R. Totten — Albertina Staub
Mrs. J. J. Smith



BULLETIN OF

THE HIGHLANDS BIOLOGICAL LABORATORY

A Review for 1931 - 1946

Highlands, North Carolina
DECEMBER, 1946

BULLETIN OF

THE HIGHLANDS BIOLOGICAL LABORATORY

A Review for 1931-1946

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The Highlands Museum and Biological Laboratory

Incorporated 1930

OFFICERS AND TRUSTEES OF THE CORPORATION

WILLIAM C. COKER
University of North Carlina
Honorary President

RALPH M. SARGENT
Haverford College
President

MISS GERTRUDE HARBISON
Highlands, North Carolina
Treasurer

HUGO L. BLOMQUIST
Duke University
Vice-President

MRS. ROBERT HAGER
Highlands, North Carolina
Secretary

TRUSTEES

1943-1947

MISS MARGUERITE RAVENEL, Philadelphia, Pa.
MRS. MARGARET CANNON HOWELL, Atlanta, Georgia
W. McA. DEACON, Vanderbilt University
MRS. O. E. YOUNG, Highlands, N. C.
SIDNEY FARNSWORTH, Memphis, Tenn.

1944-1948

MISS THELMA HOWELL, Wesleyan College
MRS. ELLIOT CAZIARC, Highlands, N. C.
(Alternate for Mrs. Joe Massey, Jacksonville, Fla.)
RALPH M. SARGENT, Haverford College
ROBERT HAGER, Highlands, N. C.
THOMAS FITZPATRICK, Iowa State College

1945-1949

HUGO L. BLOMQUIST, Duke University
B. E. FERNOW, Clemson College
(Alternate for W. C. Coker, University of North Carolina)
J. E. POTTS, Highlands, North Carolina
CLARK FOREMAN, Washington, D. C.
MISS GERTRUDE HARBISON, Highlands, N. C.

1946-1950

MRS. F. W. ALTSTAETTER, Savannah, Georgia
H. R. TOTTEN, University of North Carolina
RALPH MOBRAY, Highlands, N. C.
HENRY WRIGHT, Highlands, N. C.
J. H. HARKEY, Highlands, N. C.
Ex Officio: Mayor of Highlands, North Carolina

EXECUTIVE BOARD OF THE LABORATORY

THELMA HOWELL, Chairman
Wesleyan College
Resident Director

HAROLD C. BOLD
Vanderbilt University
Director of Research and Teaching

H. R. TOTTEN
University of North Carolina

RALPH M. SARGENT
Haverford College
President of the Corporation

A. J. SHARP
University of Tennessee

HUGO L. BLOMQUIST
Duke University

LOCATION

The Highlands Biological Laboratory is situated on the edge of Ravenel Lake in the town of Highlands, Macon County, North Carolina. The town of Highlands is near the South Carolina and Georgia boundary lines and is on a plateau of several thousand acres. While the elevation of Highlands is 3823 feet at the bench mark in the downtown section, the physiographic features about the town are such that within a radius of 10 miles a gradient of elevation from 2000 to 5000 feet exists.

HISTORICAL SKETCH OF THE LABORATORY

The parent organization of the Highlands Biological Laboratory was the Highlands Museum of Natural History, founded in 1927 for the purpose of preserving some of the private collections of the first settlers of the region. Realizing that the fauna and flora of the southern Appalachian Mountains were of intense interest to biologists, the Trustees of the Highlands Museum of Natural History invited the late Dr. Edwin E. Reinke, Vanderbilt University, to come to the Museum as Director for 1929 and to prepare a report on the advisability of establishing a biological research laboratory in connection with the Highlands Museum. From June 20-22, 1930, fifteen scientists representing thirteen important institutions attended a conference in Highlands and discussed the feasibility of establishing a biological station. After studying the problem and investigating the area, a committee was appointed to recommend the proper procedure for establishing such a station. Only July 5, 1930, there was executed the certificate of incorporation of The Highlands Museum and Biological Laboratory.

The Corporation purchased tracts of land and Ravenel Lake, about 7 acres in extent, and, in 1931, erected on the edge of the lake a building which was dedicated as the Sam T.Weyman Memorial Laboratory. About six acres of land surrounding the laboratory are now owned by the Corporation, which also operates the Highlands Museum.

The first director of the Laboratory was Dr. Edwin E. Reinke, Vanderbilt University, who served until his resignation in 1935. Until his death on January 25, 1945, Dr. Reinke continued to serve as a member of the Board of Trustees of the Corporation. Dr. W. C. Coker, University of North Carolina, followed Dr. Reinke as director in 1935 and continued in that capacity until his resignation in 1945. Dr. Coker is now Honorary President of the Corporation and a member of its Board of Trustees. Dr. J. N. Couch, University of North Carolina, served as Director of the Laboratory in 1945.

The manifold activities of the Laboratory, in spite of the curtailment in staff and workers resulting from the war, and the introduc-

tion of courses of instruction for 1947, have necessitated a different type of organization and plan of operation for the laboratory. Miss Thelma Howell, Wesleyan College, is now the Resident Director and Dr. Harold C. Bold, Vanderbilt University, is Director of Research and Teaching.

PLAN OF OPERATION

Following a conference in June, 1946, of the representatives of the member institutions, recommendations embodying a new plan of organization and operation of the laboratory were unanimously adopted and sent to the Board of Trustees of the Corporation. At its annual meeting on August 25, 1946, the Board of Trustees approved the recommendations. According to the plan, the administrative body of the laboratory, known as the Executive Board of the Laboratory, is composed of the Resident Director (elected by the Board of Trustees of the Corporation on recommendation of the Executive Board of the Laboratory) as Chairman; the President of the Corporation; the Director of Research and Teaching (selected by the Executive Board of the Laboratory); and a representative of each of the member institutions not otherwise represented on the Executive Board. The Executive Board of the Laboratory has the power to formulate all policies and plans of the Laboratory that are not inconsistent with the Constitution and By-Laws of the Corporation. An annual report by the Resident Director is called for by the Board of Trustees of the Corporation.

OPPORTUNITIES FOR BIOLOGICAL INVESTIGATIONS

The unusual opportunities for investigations afforded by the laboratory were well-presented by Dr. W. C. Coker of the University of North Carolina, in Publication No. 4 of the Highlands Museum and Biological Laboratory. As pointed out in that bulletin, tracts of primeval forests, waterfalls, the Cullasaja Gorge (the deepest and wildest ravine east of the Mississippi) six artificial lakes, and rapidly flowing streams afford rich collecting areas. Unusual specimens of Carolina and Canadian Hemlock, Choke Cherry, Silver Bell, Cherry Birch, Fraser's Magnolia, and Cucumber trees are to be found. The wealth of forms of ferns, mosses, liverworts, and fungi are unsurpassed by any equal area in temperate North America.

The rich amphibian and aquatic insect fauna have brought specialists from all parts of the country. Ornithologists have found the region of peculiar interest not only because the area marks the most southern breeding sites of several of the Northern forms of birds but also because both Northern and Southern forms of many species are found.

FELLOWSHIPS AND SCHOLARSHIPS

Several members institutions have provided graduate scholarships for the encouragement of student research. That the Laboratory might have means of giving financial aid to investigators, friends have established the *Margaret Cannon Howell Fellowship*, the *Minnie D. Warren Fellowship*, the *Col. and Mrs. John S. Sewell Fellowship* (established by Dr. Caryl P. Haskins), and the *Leonce Fremeaux Wall Fellowship* (established by Miss Thelma Howell).

INSTRUCTION

Plans are now being formulated to offer formal course work in 1947. The present facilities of the laboratory will limit the offerings to one course in botany and one in zoology. A bulletin describing the program is available.

INSTITUTIONAL MEMBERS

1931-1946

The Charleston Museum—1931.
Duke University—1937-46.
Emory University—1931-34.
George Peabody College for Teachers—1931.
Tulane University—1931.
University of Alabama—1931.
University of Georgia—1931-34; 1936-1947
University of North Carolina—1933-46.
University of Tennessee—1931; 1946.
Vanderbilt University—1931-46.
Wesleyan College—1944-46.

INVESTIGATORS

1931-46

Independent Investigators

BARKSDALE, LANE. Bacteriological Laboratories, U. S. Army Hospital, Tokio, Japan.

1937-38: Appointed by the University of North Carolina to investigate "Trilliums".

BICKNELL, ALICE. Russell Sage College
1945: Margaret Cannon Howell and Col. and Mrs. John S. Sewell Fellowships to investigate "Local Algae".

BOLD, HAROLD C. Vanderbilt University
1939: A.A.A.S. Scholarship to investigate "Local Algae" and "Cytological Studies of *Sphagnum*".

BROWN, BONNIE HUDSON. Maryville College
1934: Appointed by University of Tennessee to investigate "Plants of the Highlands Region".

CHADWICK, CLAUDE S. Vanderbilt University
1937: Duke University Scholarship, and
1938-41: Vanderbilt appointment to investigate "The Water Drive in *Triturus*".

COKER, WILLIAM C. University of North Carolina
1931-43: List of his researches and the investigations of University of North Carolina Fellows indicate the wide range of problems completed by Dr. Coker and his students.
1936-43: *Director of the Laboratory*

COUCH, JOHN N. University of North Carolina
1931: Investigation of "The Genus Septobasidium".
1945: *Director of the Laboratory*

DE TURK, W. E. Vanderbilt University Medical School
1940: Appointed by Vanderbilt University

HALL, E. H. Woman's College of the University of North Carolina
1942: Appointed by Vanderbilt University to investigate "Higher Plants of the Highlands Area".

HECHENBLEIKNER, HERBERT. Charlotte College Center, Charlotte, N. C.
1938: Appointed by University of North Carolina to study "Flora of Macon County". Recorded filmy fern *Trichomanes Boschianum* Sturm.

HESLER, L. R. University of Tennessee
1937-34; 1936-45: "Fungous Flora, especially Agarics, of the Highlands Region".

HOWELL, THELMA. Wesleyan College
1938-40: Appointed by Duke University to study "Aquatic Insect Fauna of the Highlands Region".
1941-45: Appointed by Vanderbilt University to study "Blood of Amphibians".
1942-46: *Assistant Director and Treasurer of the Laboratory*
1946: *Resident Director of the Laboratory*

*IVES, SUMNER A. Furman University
1942-44: With his classes in Field Botany from Furman University made a study of "Flora of Macon County".

*JENNISON, H. M. University of Tennessee
1934: General collecting of vascular plants of the area.

KEEVER, CATHERINE. Winthrop College
1944-46: Grants from Minnie D. Warren, Margaret Cannon Howell, and Col. and Mrs. John S. Sewell Funds to investigate and prepare a check-list of "Summer Vascular Plants of the Highlands Region", (co-investigator Elsie Quarterman).

LUTTRELL, EVERETTE S. Georgia Experiment Station, Griffin, Georgia
1938: Appointed by Duke University to study "Lichens of the Highlands Region".

MATTHEWS, VELMA. Coker College
1939: Preparation of manuscript of "The Fern and Fern Allies of South Carolina".

MEYER, SAMUEL L. University of Tennessee
1940: General collecting

*Deceased

ODUM, EUGENE P. University of Georgia
1946: Grants from Minnie D. Warren and Col. and Mrs. John S. Sewell Funds to conduct "General study of bird distribution and a quantitative study of bird population in successional series of plant communities".

OLIVE, LINDSAY S. Louisiana State University
1939: Appointed by University of North Carolina to make a "Taxonomic Study of Water Molds".
1941-42: Appointed by University of North Carolina and received Minnie D. Warren Fellowship to study "Rust of Hemlock and Hydrangea".
1943: Minnie D. Warren Fellowship to investigate "Lower Fungi".

QUARTERMAN, ELSIE. Vanderbilt University
1943-45: Appointed by Vanderbilt University to investigate and prepare check-list of "Summer Vascular Plants of the Highlands Region", (co-investigator Catherine Keever).

RADFORD, ALBERT. Graduate Student, University of North Carolina
1946: Appointed by University of North Carolina to make "A Plant Study of the Olivine Deposits of Western North Carolina".

*REINKE, EDWIN E. Vanderbilt University
1931-41: Investigation of "Life Cycle of *Triturus*"
1931-35: *Director of the Laboratory*

SHANKS, R. E. University of Tennessee
1940: General collecting

SHANOR, LELAND. University of Illinois
1937: Appointed by University of North Carolina to study "Aquatic Phycomycetes".
1937: *Director of the Highlands Museum of Natural History*

SHARP, AARON, J. University of Tennessee
1931; 1934; 1937: "Bryophytes of the Highlands Region".

TOTTEN, HENRY ROLAND: University of North Carolina
1932; 1935; 1937; 1940; 1946: "Woody Plants of the Highlands Region".

WARD, JAMES W. Vanderbilt Medical School
1931: General collecting
1931: *Curator of Highlands Museum of Natural History*

WHIFFEN, ALMA J. Research Laboratories, The Upjohn Company
1939; 1941: Appointed by University of North Carolina to investigate "Taxonomy and Morphology of the Chytridiales"

WOODARD, THOMAS M. Vanderbilt University
1931: General collecting

YARBROUGH, JOHN A. Meredith College
1944: Margaret Cannon Howell Fellowship to investigate "Leaf Wounding in the Ericaceae" and "Taxonomy of the Seed Plants".

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*Deceased

Research Assistants

ALLEN, RUTH ELLIS. Roanoke, Virginia
1940-41: Appointed by University of North Carolina as assistant to Dr. W. C. Coker.

BEERS, ALMA HOLLAND. University of North Carolina
1931-37; 1939; 1941: Appointed by University of North Carolina as assistant to Dr. W. C. Coker.

ELIASON, NANCY
1932: Appointed by University of North Carolina as assistant to Dr. W. C. Coker.

HENRY, NELL. Limestone College
1933: Appointed by University of North Carolina as assistant to Dr. W. C. Coker.

JOHNSTON, DAVE. Student, University of Georgia
1946: Appointed by the Highlands Biological Laboratory as assitsant to Dr. Eugene P. Odum.

JORDAN, W. K. Peter Brent Hospital, Boston, Mass.
1939: Appointed by Vanderbilt University as assistant to Drs. E. E. Reinke and C. S. Chadwick.

MITCHELL, GEORGE A. Lookout Mountain, Tenn.
1939: Appointed by Vanderbilt University as assistant to Drs. E. E. Reinke and C. S. Chadwick.

NORRIS, GEORGE. Student, University of Georgia
1946: Appointed by the Highlands Biological Laboratory as assistant to Dr. Eugene P. Odum.

POLK, JAMES. Troy, Tennessee
1938: Appointed by Vanderbilt University as assistant to Drs. E. E. Reinke and C. S. Chadwick.

RADFORD, LAURIE STEWART. Chapel Hill, North Carolina
1936-39: Appointed by University of North Carolina as assistant to Dr. W. C. Coker.

YEIDER, WALTER H. Orlando, Florida
1938-39: Appointed by Vanderbilt University as assistant to Drs. E. E. Reinke and C. S. Chadwick.

Beginning Investigators

BECKHAM, REBECCA. Graduate Student, University of North Carolina
1945: Appointed by University of North Carolina to investigate "Liverworts of the Highlands Area".

BENNETT, ESTHER. Woman's College of the University of North Carolina
1942: Appointed by University of North Carolina to study "Flora of Highlands Area".

CALDWELL, GWENDOLYN BURTON. Athens, Georgia
1940: Appointed by University of North Carolina to study "Basidiomycetes of Highlands Region".

CARRUTH, MARGARET SMITH. Emory University Hospital
1942: Minnie D. Warren Fellowship to investigate "Erythrocyte Size in Amphibia".

COX, HIDEN T. Agnes Scott College
1939: Appointed by University of North Carolina to study "Water Molds of the Area".

DOUBLES, JAMES A. Birmingham-Southern College
1937: "Taxonomy of Myxomycetes of Southeastern United tSates".

FINCHER, JOHN A. Howard College
1939: Appointed by University of North Carolina to study "Cell Behavior and Regeneration in Bryozoa, Plumatella"

FOUST, FRANCES
1938: Appointed by University of North Carolina to study "Water Molds".

GARDNER, LYTT. Massachusetts General Hospital
1940: Appointed by University of North Carolina to investigate "Cytology of the Mutant Infrabar".

HAIRSTON, NELSON.
1946: Appointed by University of North Carolina to investigate "The Ecology of Salamanders".

HUNEYCUTT, MAEBURN. Graduate Student, University of North Carolina
1946: Appointed by University of North Carolina to study "Flora of Highlands Region".

JONES, FELTON.
1942: "Taxonomy of Mosses".

LOVELACE, ROBERTA, Graduate School, University of North Carolina
1943: Margaret Cannon Howell Fellowship to study "Higher Plants of the Highlands Area".
1944: Appointed by University of North Carolina to study "Higher Plants of the Highlands Area".

PORTER, J. P. Baxter, Tennessee.
1934: Appointed by University of Tennessee to do general collecting.

SHERWIN, HELEN. Washington, D. C.
1942-43: Appointed by University of North Carolina to study "Flora of Highlands Area".

STEWART, JOSEPHINE. Radford College
1943-45: Appointed by University of North Carolina to study "Flora of Highlands Region".

Visiting Students from Member Institutions

Auld, Clara H.	University of North Carolina	1946
Caton, Alice	University of Tennessee	1934
Beckham, Rebecca	University of North Carolina	1946
Bell, Clyde Ritchie	University of North Carolina	1946
Hunt, James N.	University of North Carolina	1946
O'Kelley, Joseph Charles	University of North Carolina	1946
Shields, James Duncan	University of North Carolina	1946
Wilson, Mary B.	University of Tennessee	1934
Ziska, George W.	University of North Carolina	1946

Publications and Reports of Highlands Biological Laboratory Researches

1931-1946

BARKSDALE, LANE

1938. Pedicellate Species of Trilliums Found in the Southern Appalachians. Jour. E.M. Sci. Soc., *54*: 271.

BEERS, ALMA HOLLAND

1943. (With W. C. Coker) The Boletaceae of North Carolina. The University of North Carolina Press. Chapel Hill.

CHADWICK, CLAUDE S.

1939. (With Edwin E. Reinke) Inducing the Land Stage of *Triturus viridescens* to Assume Water Habitat by Pituitary Implantations. Proc. Soc. Eper. Biol. and Med., *40*: 691-693.

1940. Induction of Water Drive in *Triturus viridescens* with Anterior Pituitary Extract. Proc. Soc. Exper. Biol. and Med., *43*: 509-511.

1940: (With Edwin E. Reinke) The Origin of the Water Drive in Triturus viridescens. I. Induction of the Water Drive in Thyroidectomized and Gonadodectomized Land Phases by Pituitary Implantations. Jour. Exper. Zool., *83*: 223-233.

1940. Some Notes on the Burrows of *Plethodon metcalfi*. Copeia, No. 1, March.

1940. Identity of Prolactin with the Water Drive Factor in *Triturus viridescens*. Proc Soc. Exper. Biol. and Med., *45*: 333-337.

1941. Further Observations on the Water Drive in *Triturus viridescens*. II. Induction of the Water Drive with the Lactogenic Hormone. Jour. Exper. Zool., *86*: 175-187.

1944. Observations on the Life Cycle of the Common Newt in Western North Carolina. American Midland Naturalist, *32*: 491-494.

COKER, WILLIAM CHAMBERS

1934. (With H. R. Totten) The Trees of the Southeastern States. (2nd ed., 1937; 3rd ed., 1945). The University of North Carolina Press, Chapel Hill.

1938. A Filmy Fern from North Carolina. Jour. E.M. Sci. Soc., *54*: 349-350.

1939. New or Noteworthy Basidiomycetes. Jour. E.M. Sci. Soc., *55*: 373-387.

1942. Notes on Rare Hydnums. Jour. E.M. Sci. Soc., *58*: 94-97.

1943. (With Alma Holland Beers) The Boletaceae of North Carolina. The University of North Carolina Press, Chapel Hill.

1944. Smaller Species of Pleurotus in North Carolina. Jour. E.M. Sci. Soc., *60*: 71-95.

1944. The Woody Smilaxes of the United States. Jour. E.M. Sci. Soc., *60*: 27-69.

1946. The United States Species of Coltricia. Jour. E.M. Sci. Soc., *62*: 95-107.

COUCH, JOHN N.

1938. The Genus *Septobasidium*. The University of North Carolina Press, Chapel Hill.

GARDNER, LYTT

1941. The Cytology of Infrabar. (Abstract), *Research in Progress*, University of North Carolina Press, Chapel Hill.

HESLER, L. R.

1934. Report of the Highlands Foray. Mycologia *26*: 195-197.

1936. Notes on Southern Appalachian Fungi. Jour. Tenn. Acad. Sci., *11*: 107-122.

1937: Notes on Southern Appalachian Fungi, II. Jour. Tenn. Acad. Sci., *12*: 239-254.

1938. Notes on Agarics from Tennessee and North Carolina. Jour. E.M. Sci. Soc., *54*: 261-270.

1939. (With A. H. Smith) Studies in North American Species of Hygrophorus—I. The Subgenus Limacium. Lloydia 2: 1-62.

1940. (With A. H. Smith) New and Unusual Agarics from the Great Smoky Mountains National Park. Jour. E.M. Sci. Soc., *56*: 302-324.

1941. Notes on Southern Appalachian Fungi, III. Jour. Tenn. Acad. Sci., *16*: 161-173.

1942. (With A. H. Smith) Studies in North American Species of Hygrophorus—II. Lloydia *5*: 1-92.

1942. Notes on Southern Appalachian Fungi, IV. Jour. Tenn. Acad. Sci., *17*: 242-249.

1943. Notes on Southern Appalachian Fungi, V. Jour. Tenn. Acad. Sci., *18*: 290-297.

1943. New and Interesting Agarics from Tennessee and North Carolina. Lloydia *6*: 248-266.

1945. Notes on Southern Appalachian Fungi, VI. Jour. Tenn. Acad. Sci., *20*: 233-238.

1945. Notes on Southern Appalachian Fungi, VII. Jour. Tenn. Acad. Sci., *20*: 363-372.

HOWELL, THELMA

1939. Extended Ranges of Some Aquatic Insects in Western North Carolina. Jour. E.M. Sci. Soc., *55*: 320-328.

1941. Some Aquatic Insects from the Great Smoky Mountains National Park. Jour. Tenn. Acad. Sci., *16*: 406-407.

1941. Notes on Ephemeroptera and Aquatic Diptera of Western North Carolina. Jour. E.M. Sci. Soc., *57*: 306-317.

1945. A Preliminary Check-list of the Birds of the Highlands Region. Pub. No. 5 Highlands Museum and Biological Laboratory.

OLIVE, LINDSAY S.

1942. (With Leland Shanor) Notes on *Araiospora streptandra*. Mycologia, *34*: 536-542.

1943. Morphology, Cytology, and Parasitism of *Thekospora hydrangea*. Jour. E.M. Sci. Soc., *59*: 45-67.

*REINKE, EDWIN E.

1939. (With C. S. Chadwick) Inducing Land Stage of *Triturus viridescens* to Assume Water Habitat by Pituitary Implantations. Proc. Soc. Exper. Biol. and Med., *40*: 691-693.

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*Deceased

1940. (With C. S. Chadwick) The Origin of Water Drive in *Triturus viridescens*. I. Induction of the Water Drive in Thyroidectomized and Gonadectomized Land Phases by Pituitary Implantations. Jour. Exper. Zool., *83*: 223-233.

SHANOR, LELAND

1938. Observations on the Development of a New Species of *Phytophthora*. Jour. E.M. Sci. Soc., *54*: 154-162.

1942. (With Lindsay S. Olive) Notes on *Araiospora streptandra*. Mycologia, *34*: 536-542.

1942. A New *Rozella* of the Polysporangiate Series. Jour. E.M. Sci. Soc., *58*: 99-101.

SHARP, AARON J.

1935. *Bartramidula carolinae* Sharp, n.sp. In A. J. Grout's "Moss Flora of North Carolina", Vol. 2, Pt. 3, p. 163.

TOTTEN, HENRY R.

1934. (With William C. Coker) Trees of the Southeastern States (2nd. ed., 1937; 3rd. ed., 1945). University of North Carolina Press, Chapel Hill.

WHIFFIN, ALMA J.

1941. A New Species of *Nephrochytrium: Nephrochytrium aurantium*. Am. Jour. Bot., *28*: 41-44.

1942. Two New Chytrid Genera. Mycologia, *34*: 543-557.

FEB 13 1951

The Highlands Biological Station

(ESTABLISHED 1927; INCORPORATED 1930)

HIGHLANDS, NORTH CAROLINA

For Independent Investigators and Graduate Students

June 1 - September 1, 1950

how the Station came into existence

The urgent need of promoting biological research in the South was the stimulus for a group of men and women, organized as The Highlands Museum of Natural History (1927-30), to establish a biological laboratory in connection with the museum. These far-sighted laymen invited fifteen scientists representing thirteen important institutions to come to Highlands in June of 1930 to discuss the feasibility of establishing a biological station on the Highlands Plateau. After studying the problem in terms of the needs of southern biologists, and after a careful survey of the biological resources of the area, the scientists recommended the establishment of a station. As a result there was executed on July 21, 1930, the certificate incorporating The Highlands Museum and Biological Laboratory. The continued progress of the Corporation is reflected in the recent change of name to The Highlands Biological Station, Inc. (Charter amended September 30, 1949).

unique character of the Station

The Highlands Biological Station is a co-operative enterprise of lay members and professional biologists and *is organized as a non-profit educational institution.* It has 28 living Founders, 3 Patrons (who pay a subscription of $1000 or more), 36 Life Members (who pay a subscription of $100), 6 Subscribing Institutional Members (colleges, universities, and foundations who pay $100 annually for the support of research tables), 4 Sustaining Members (research organizations and industrial concerns which contribute $100 or more annually for the promotion of research), and 167 Members (who pay a subscription of $5 annually).

The ADMINISTRATION of the Station, subject to the approval of the Board of Trustees, *is delegated to the biologists of the Subscribing Institutional Members* through the medium of a Board of Managers consisting of a representative from each of the institutions and the President of the Corporation. This Board of Managers has the power to formulate all policies and plans of the Station that are not inconsistent with the Charter and Bylaws of the Corporation.

strategic location of the Station

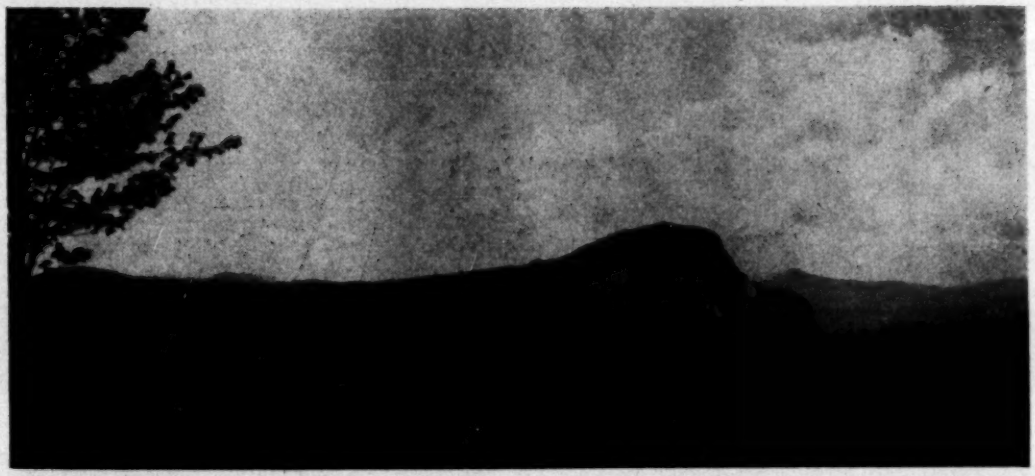
The Highlands Biological Station is located on the Highlands Plateau,—the last plateau area southward in the Appalachian Mountains. It is situated, therefore, at the end of the mountain funnel which brings Northern fauna and flora into close contact with Southern forms. The Highlands, North Carolina, area has been called by competent scientists *"the greatest biological asset in eastern North America"*. The biological resources of the Highlands Plateau cannot be duplicated in any other equal area in the southeast.

specific objects and purposes of the Station

To serve as a *regional* research station in the Southern Appalachian Mountains where the biological investigators of the colleges and universities and other scientific organiaztions of the area may be brought into a coordinated whole; to bring together in mutually helpful relations competent investigators who may work independently or under direction; to offer financial assistance to competent investigators to carry on their biological investigations; to bring together lay members interested in promoting biological research; to provide facilities, as the need arises, for teaching summer graduate courses in biology; to establish laboratories, field stations, wildlife refuges, museums and libraries when deemed advisable; to assist, by investigation and discussion, in developing and making known the material, educational and other resources and riches of the region; to arrange for publication of such reports of investigations and discussions as may further the aims and objects of the Corporation (Article II, Bylaws).

opportunities for biological work

The Highlands Plateau, elevated nearly 4000 feet and surrounded by the tallest peaks of the southeastern ranges, receives a heavier rainfall than any section of the entire country with the sole exception of the Pacific Northwest. To this unusual circumstance can be attributed the magnificence of the Southern Blue Ridge forests and the great luxuriance of their undercover. In such a moist environment, undisturbed by geologic change since the remote past, thrives an ancient and abundant flora of flowering plants, ferns, mosses, lichens and fungi in profusion unsurpassed in temperate climes. Closely associated with this multiplicity of plant forms, and more or less dependent for existence thereon, dwells an equally interesting fauna rich in animal types characteristic of the plateau. There is a wealth of bird life and small mammals, while among the lower organisms such as salamanders, insects, spiders and snails are many forms that do not occur elsewhere, or are the unique southern representatives of groups living far to the north.



facil

Sam T. Weyman Laboratory Building

the laboratory

In 1931 a compact and well-built laboratory was completed and dedicated as the Sam T. Weyman Laboratory Building. It has all conveniences such as water, lights, individual work rooms, one large central room and facilities for photographic work. The executive office of the Corporation is located in the Weyman Building in a room completed in 1949. The Reinke Library, named in honor of the late Edwin E. Reinke, first director of the Station, is housed in the Weyman Building.

The Weyman Building is situated in the town of Highlands on the edge of Ravenal Lake, about seven acres in extent, which is owned by the Corporation. Surrounding the lake the Corporation owns about 6 acres of land. About 6 miles from town is the Margaret Cannon Howell Wildlife Refuge, an undisturbed tract of primeval forest which was given to the Station in 1948 by Mrs. Clark Howell, Senior, of Atlanta, Georgia, and Highlands, North Carolina.

Within a radius of five miles of the Laboratory a gradient of elevations from approximately 2000-5100 feet exists. Within the area circumscribed by such a radius are tracts of primeval forests, gorges, artificial lakes, and rapidly flowing streams. Some of the finest collecting areas are within easy walking distance of the Laboratory. Lake Ravenel is one of the most productive lakes in the area.

i t i e s

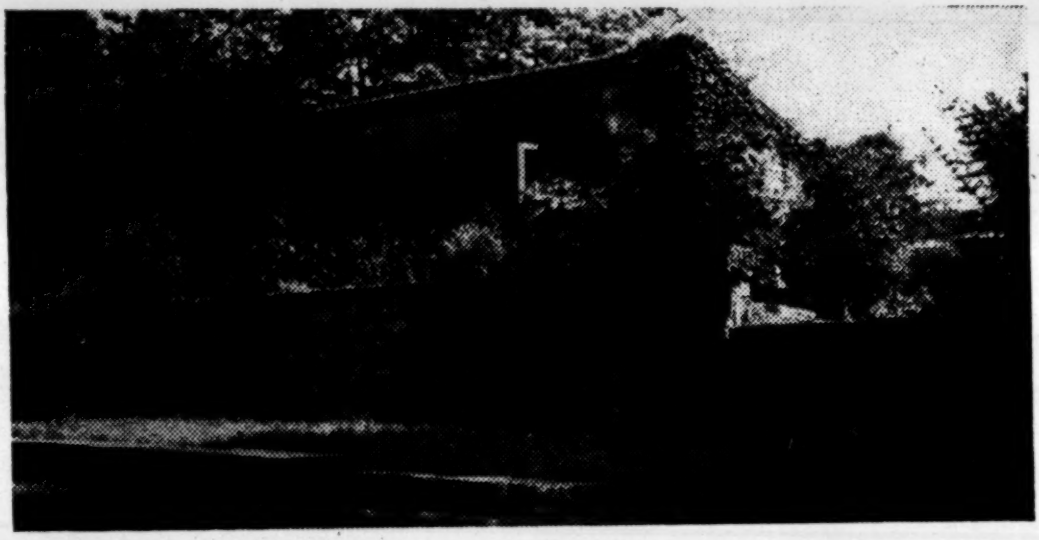
the museum of natural history

The mother institution of the corporation, The Museum of Natural History, is now housed in a spacious and substantial stone building in close proximity to the Weyman Laboratory Building, to Ravenal Lake, and to the Town.

To record and preserve the plant and animal treasures of the Highlands Plateau, to study their evolution and their distribution, to compare their species and to impart, insofar as possible, the knowledge gained concerning them to the people of Highlands from the young folks to advanced research students studying at the Laboratory —these are the ends to which the Museum is dedicated.

The display of collections is by no means the only method by which instruction is carried out. No less importance is attached to the summer course in nature study given by the Curator for the benefit of children, and to the series of illustrated evening lectures open to the public and covering as great a variety of subjects as is feasible to present. With such aims and purposes, and with wise guidance, the Museum cannot fail to fire coming generations of southern naturalists with the spirit of inquiry, appreciation, and protection toward the magnificent realm of mountain life that is their heritage.

Museum Building



research

Biologists who wish to investigate problems in the local area are cordially invited to make use of the facilities of the laboratory. The fee for a research table for the season is $50; part-time use of a table is paid for on a proportionate basis but no fee shall be less than $10. Application for space should be made to the *Executive Director* before May 1, indicating the character of the problem to be investigated and the amount of space needed.

research fellowships

Several member institutions have provided graduate scholarships for the encouragement of student research. That the laboratory might have means of giving financial aid to investigators several research funds have been established by individuals and industrial concerns interested in fundamental research. On recommendation of the major professor, graduate students are eligible for grants to pursue independent investigations. For *application blanks and details write the Executive Director before April 1.*

recreation

Among the recreational activities at Highlands are mountain climbing, hiking, horseback riding, fishing, and golf. The Museum of Natural History offers weekly programs which include talks of scientific and cultural interests, motion pictures and exhibits. While the recreational facilities are excellent, the Station encourages only those investigators and their students to come whose primary aim is study and research.

how to get to Highlands

BY BUS—From Asheville, N. C.; from Greenville, S. C.; from Knoxville, Tennessee; from Atlanta, Georgia.

BY TRAIN—The nearest rail facilities are Greenville, S. C.; Seneca, S. C.; Asheville, N. C.

BY AUTOMOBILE—Excellent paved roads lead to Highlands. U. S. Highway No. 64 passes through the town.

recent publications based on Highlands researches

AUTRY, H. V. and EUGENE P. ODUM. 1949. Woodland Jumping Mouse (*Napacozapus*) in Georgia. Jour. Mammalogy *30* (2): 200.

BERNER, LEWIS. 1949. A Report on Two Mayfly Gynandromorphs. Fla. Ent. XXXII (3): 105-109.

COCKE, ELTON C. 1949. The Myxophyceae of North Carolina, Jour. Elisha Mitchell Sci. Soc., *65* (1): 71-89.

GORDON, ROBERT E. and RICHARD L. SMITH. 1949. Notes on the Life History of the Salamander *Aneides aeneus*,. *Copeia*, 1949 (3): 173-175.

HESLER, L. R. 1949. VIII. Notes on Southern Appalachian Fungi. Jour. Tenn. Acad. Sci., *24*: 81-93.

JOHNSTON, DAVE. 1949. Extract of Census Work at Highlands, North Carolina. Audubon Field Notes, *3* (6): 261.

ODUM, EUGENE *P.* 1949. Small Mammals of the Highlands (North Carolina) Plateau. Jour. Mammalogy, *30* (2): 179-192.

SYLVA, HERMAN. 1949. Additions to the Algae of the Southeastern United States. Jour. Elisha Mitchell Sci. Soc., *65* (1): 90-109.

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Communications should be addressed to the Executive Director of the Laboratory. After June 1 address Highlands, N. C.

THE HIGHLANDS BIOLOGICAL STATION

(ESTABLISHED 1927; INCORPORATED 1930)

HIGHLANDS, NORTH CAROLINA

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FEB - 5 1948

THE HIGHLANDS BIOLOGICAL LABORATORY: A Brief Statement of its Purpose, Program and Needs

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IV. COKER, W.C. 1939. Opportunities for Biological Work at Highlands and Report of Progress. (Highlands Museum and Biological Laboratory Pub. No. 4.)

V. Bulletin of the Highlands Biological Laboratory: A Review for 1931-1946.

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THE HIGHLANDS BIOLOGICAL LABORATORY: A Brief Statement of its Purpose, Program and Needs

INTRODUCTION

Although our southern institutions of higher learning have made great strides during the past two decades in enriching and expanding both their undergraduate and graduate training in the biological sciences, one fundamental aspect of this training has not been sufficiently developed up to the present -- the opportunity for training in field work and research based on the rich biota which occurs in the mountain areas of our region. As a consequence, many of our southern students who obtain such training are obliged to travel outside of the region to field laboratories in the north or in the far west. Meanwhile, the rich biological resources of our own southern mountains in Tennessee, the Carolinas and northern Georgia and Alabama have received inadequate study.

HISTORICAL RESUME

The parent organization of the Highlands Biological Laboratory is the Highlands Museum of Natural History which was founded in 1927 for the purpose of preserving some of the private collections of the first settlers of the region. Impressed with the urgent need of promoting biological research in the South, and realizing that the fauna and flora of the southern Appalachian Mountains are of intense interest to biologists, the Trustees of the Highlands Museum of Natural History invited the late Professor E. E. Reinke of Vanderbilt University to serve as Director of the Museum for 1929. He was charged also with the responsibility of preparing a report on the advisability of establishing

a biological research laboratory in connection with the Museum. The more important conclusions of Dr. Reinke's report (Appendix I), which are as valid today as they were almost two decades ago, may be summarized as follows:

1. Few southern universities and colleges possess or can afford adequate facilities for scientific research.

2. Personnel in southern institutions of learning who are qualified to conduct research are in many cases fully occupied with teaching duties during the school year; they all suffer from lack of library facilities; many lack sufficient funds for pursuing scientific investigations in what time is available to them.

3. The biologists of the South have no centrally located station where they can congregate in the summer, benefit by mutual intellectual stimulation during a prolonged period and pursue individual investigations.

4. The South possesses a splendid but neglected biological asset in the Southern Appalachian Mountains where they cross western North Carolina and eastern Tennessee.

5. Highlands, North Carolina, is almost the exact center of a circular area including all the southern states but Florida.

From June 20 to 22, 1930 fifteen scientists representing thirteen important institutions attended a conference in Highlands in order to discuss the feasibility of establishing a biological station. After studying the problem in terms of the needs of southern biologists and investigating the area, a committee was appointed to recommend the proper procedure for establishing such a station. As a result there was executed on July 21, 1930 the certificate incorporating the Highlands Museum and Biological Laboratory.

The Corporation purchased tracts of land and Ravenel Lake, (formerly called Lindenwood Lake), and began the operation of the Highlands Biological Laboratory in a building erected on the shore of the lake, and dedicated as the Sam T. Weyman Memorial Laboratory (Appendix VIII).

This Laboratory has been available to independent investigators and advanced students of biology every summer since its opening. All who have participated in biological work there are unanimous in extolling the advantages of the Laboratory as to equability and comfort of summer temperatures, rich local flora and fauna, and ready accessibility to vast mountain regions like the Great Smoky Mountains National Park with its limitless biological resources. Some of their comments in this connection are presented in Appendices I and II.

PURPOSES OF THE LABORATORY

1. To serve as a regional research laboratory where biological investigators from the colleges and universities and other scientific organizations of the area may be brought into a co-ordinated whole.

2. To bring together in mutually helpful and stimulating association competent investigators who may work independently or under direction.

3. To offer financial assistance to competent investigators to carry on their biological investigations.

4. To bring together lay members interested in promoting biological research.

5. To provide facilities for teaching summer courses in biology at the graduate level, supplementing the graduate work on southern campuses.

METHOD OF OPERATION

The administrative body of the laboratory, known as the Executive Board of the Laboratory, is composed of the Resident Director (elected by the Board of Trustees of the Corporation on recommendation of the Executive Board of the Laboratory) as Chairman, the President of the Corporation, the Director of Research and Teaching (selected by the Executive Board of the Laboratory), together with a representative from

each of the member institutions not otherwise represented on the Executive Board. The Executive Board of the Laboratory has the power to formulate all policies and plans of the Laboratory that are not inconsistent with the Constitution and By-Laws of the Corporation. An annual report is required of the Resident Director by the Board of Trustees of the Corporation. The present member institutions are: Vanderbilt University, University of Tennessee, University of North Carolina, Duke University, Wesleyan College, and the University of Georgia (Appendix III, VII).

FINANCIAL MANAGEMENT

The financial management of the Highlands Biological Laboratory is under the immediate control of the Executive Board of the Laboratory. The non-profit Corporation which operates the Museum and the Laboratory owns 7-acre Lake Ravenel, six acres of land surrounding it, and the laboratory building - the combined market value being $30,000. The 1946 annual membership fees and gifts represented approximately a sum equivalent to the income on $140,000 of endowment. Additional annual fees and gifts to the Laboratory were equivalent to the income on $40,000 of endowment. Annual financial statements are rendered by the Board of Trustees of the Corporation which is composed of men and women of integrity and business experience.

NEEDS FOR ADEQUATE DEVELOPMENT OF THE LABORATORY

Although the work of the Laboratory has gone forward on a limited scale since its inception, (Appendix IV, V), the Executive Board, after carefully reviewing the record of the past years, has concluded that the Laboratory could enlarge its service to the region and to southern

education if certain facilities were to be provided.

For example, until the present, no formal course work has been offered at the Highlands Biological Laboratory. A number of factors have evoked this policy. In the first place, until recently, the number of graduate students of biology in southern universities has been small, with few schools offering work for the doctorate. Second, the physical facilities of the laboratory building are limited and large numbers could not have been accommodated. Perhaps the most important factor, in addition to these, has been that biologists who work at the Laboratory have been forced to secure food and lodging in the several local hotels, all of them admittedly for summer tourists, and therefore beyond the financial reach of most students and university faculty members. Because of limited financial resources, the Laboratory has been unable to provide lodging and messing facilities, although it possesses adequate land for such buildings.

Despite this situation, and after careful consideration of past developments of the Laboratory, the biologists representing the member institutions unanimously voted to offer two graduate courses (one in botany and one in zoology) each summer beginning with 1947. (Appendix IX) The teachers are to be specialists, recruited not only from the faculties of the several member-institutions, but also from other outstanding universities. This action was ratified unanimously by the Trustees of the Corporation. The motivating force was the strong conviction that, by offering formal graduate work which would take advantage of the abundant biological resources more readily available at Highlands than elsewhere in the region, the Laboratory would thus

increase its usefulness to southern universities and their biologists, and to those of more remote institutions whose interests might lead them to the southern mountains. It should be emphasized that this type of work cannot be carried on at any one university campus. Thus the courses and research program projected at Highlands would supplement rather than duplicate offerings on those campuses. Furthermore, it was felt that an intensified research and teaching program by the Laboratory might provide a more prolonged meeting place than do academy and science conventions, for biologists of the region to share their findings and aspirations.

The teaching program which was to be initiated during the current summer was postponed by vote of the Board of Directors of the Laboratory. This action was taken when a preliminary survey indicated that cost of room and board at local hostelries would prevent prospective students from enrolling in the course work.

If this proposed program for increasing the teaching and research program of the Highlands Biological Laboratory is to be successful, financial help beyond that obtained annually from the institutional members ($100.00 each), membership fees and contributions from the Corporation must be obtained.

There is appended hereto (Appendix VI) a statement of needs for the proper and efficient functioning of the Laboratory. These have been arranged in order of urgency. The most urgent needs are for dormitory and messing facilities, however plain and rustic they may be. During the past summer the charge for room and lodging at the nearest inland biological laboratory to the region was listed in the announcement as $12 weekly. The most reasonable board and room obtainable at Highlands during the same period was $30 weekly. Until the Highlands Laboratory

can arrange to offer food and lodging on practically a cost basis, as is done in all other successfully-operated summer laboratories, it cannot adequately serve our southern biologists. While the present laboratory building is inadequate for concurrent teaching and research programs, an addition to it is not yet as acute a need as that for dormitory and messing arrangements, but such an addition will certainly be necessary in the very near future. In normal times, due to the abundance of lumber and labor locally, building costs are relatively cheap at Highlands; careful investigation indicates that it would be more economical even at present to build new buildings there than to pay the cost of dismantling, transporting and reassembling surplus government housing.

Finally, even if adequate and reasonably inexpensive living accommodations were to be provided, a number of investigators and graduate students would still be prevented from profiting by the advantages of summer work at the Highlands Laboratory because of cost of travel, tuition for course work, need for special apparatus, books, or necessity to provide for dependents by summer teaching or other more remunerative employment. To aid such deserving individuals, endowment to support scholarships and research grants is being sought. The income of such endowment might also be used profitably to attract specialists in the several fields of biology to serve as staff members during part of each summer. Financial aid for any or all of these projects is necessary if the Highlands Biological Laboratory is to expand its usefulness in the field of higher education in the south.

APPENDIX I. Excerpts from Publication Number 1 of the Highlands Museum of Natural History. (Out of Print.)

The Necessity of a Mountain Biological Research Station in the South

"No one will deny the statement that the South has lagged behind other sections of the country in promoting scientific research in general and biological research in particular. This is not due to any natural restriction in the opportunities for investigation, nor is it due to any lowered intellectual standards or lack of ideals, but rather the condition grows out of the broad fact that in material progress the South is far behind the East, the North and the West.

"Thus, we find that very few Southern institutions of learning have or can even afford facilities for scientific research comparable to the average university of the East or North. This is just as true of our state universities as of our privately endowed institutions. Men in our universities and colleges who have the training necessary for conducting research are in many instances fully occupied with teaching and other institutional duties; they all suffer from a lack of library facilities, and in many cases find themselves hopelessly isolated.

"Outside of these scattered universities and colleges there are no agencies in the South for the promotion of pure biological research; there are no museums comparable to those of the East and North; there are no biological stations comparable to those at Woods Hole and at Cold Spring Harbor or to the inland stations maintained by certain universities. It is true that the Woods Hole Station is not regional in its intent, but it is a marine laboratory primarily, and geographically it is very remote from the South, and to just that extent it is more inaccessible to the Southern biologist and ill-adapted to his needs. What the botanists and zoologists of the South need now, more than any other single agency for promoting research, is a more or less centrally located station where they can congregate in the summer, exchange ideas and pursue their own investigations under the most favorable conditions.

"Viewing the matter from a somewhat different angle, the South, and indeed the country at large, has a splendid but neglected biological asset in the Southern Appalachians where they cross western North Carolina and eastern Tennessee as a broad belt of mountain ranges, to come to their termination in northern Georgia and Central Alabama. Here is an extensive area of abundant vegetation and varied animal life passing from the Upper Austral through the Transitional into the Canadian life zones. Any proposal to establish a biological station in the Appalachian Province is one which should arrest the attention of botanists and zoologists in the surrounding states, and secure their hearty co-operation, providing always that the feasibility of the proposition is demonstrated. With the exception of the Alpine Experimental Station on Pike's Peak there is no mountain biological station in the country.

The establishment of such a station in the Appalachian Province, properly endowed and offering facilities to trained investigators, would fill a real need; there is no reason why such a station should not become the mountain counterpart of our great marine stations, attracting to itself the inland botanists and zoologists for their mutual benefit.

"It is with these considerations in mind that the possibilities of the Highlands Museum of Natural History are presented. Highlands, N.C., has been known favorably and for a long time by collectors of one kind or another. It is not a resort in the sense that it becomes crowded in the summer by transient vacationists and tourists, but many families from Atlanta, Birmingham, New Orleans, Charleston and other Southern cities have established summer residences there. The summer population is estimated as over 2,000.

"The Museum itself has had a spontaneous origin and growth due to the intelligent interest of the townspeople and summer residents. On the Board of Trustees and on the roll of subscribers are to be found the names of men and women of wide interests. It is the program of the Museum to extend its activities to include the establishment of a research laboratory.[1]

"Highlands is situated abreast the Blue Ridge in the western part of North Carolina, not far from the Georgia and the South Carolina boundary lines. It is just as accessible from Georgia and South Carolina as from the eastern part of North Carolina. Its position is at long. 83 deg. 11 min. W. and lat. 35 deg. 3 min. N. The elevation on the main street of the village is 3823 ft., but the average elevation of the township would be closer to 4000 ft. Some of the surrounding peaks reach elevations of over 5000 ft. To the east of Highlands is the continuation of the Blue Ridge; to the north are the Cowee Mountains and beyond them the Plott Balsams; to the northwest are the Great Smokies and to the west the Nantahala Mountains. Points in all these mountains can be reached easily from Highlands.

"The village itself is the highest incorporated town east of the Rocky Mountains. It maintains its own power plant and water supply and, with its stores, would make an excellent base of supplies for a laboratory. It is not situated on a mountainside nor in a valley, but on a plateau with its more varied physiographic features.

"Surrounding elevations are the sources of gushing streams, some of which find their way into the Mississippi River, while others feed rivers that empty into the Atlantic Ocean. Within the confines of the plateau are six artificial lakes, each one of which would be available for observational and experimental studies. To the north the Cullasagee River cuts an enormous gorge as it tumbles 1200 feet in a few miles, wonderfully scenic but even more interesting biologically. Beyond the "Bowery", toward Black Mountain, is a natural marsh. To the east, five

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[1] It is in keeping with this program that this part of the Director's Report is being made public.

or six miles distant, is an extensive area with a dense forest which has never been cut, a veritable preserve in itself. There are also grassy flats and on the neighboring peaks are to be found areas of bare shelving rock; both show their characteristic fauna.

"Varied physiographic features such as these afford varied life conditions, and where these obtain within a relatively restricted area, there we have an ideal location for a biological laboratory. But over and above this is the fact that if, with Highlands as a center, we should draw a circle whose radius is roughly 10 miles, in traversing that circle from west to east we should pass through a gradient of elevations, from 2000 to 5000 ft.; if we took a direction from south to north we should pass through an actual gradient of 3500 ft. This simply means that we should pass through successive life zones, terminating in the Canadian. The best feature of it is that Highlands is close to the top of the gradient and not at the bottom of it, as is true of most of the villages in the Southern Appalachians.

"The visitor to the Southern Appalachians is immediately impressed by the forests. In his report, Mr. R.S. Maddox[1] says that the forest conditions of the Highlands region are typical of the Appalachians. He lists 59 species of trees, the list itself being admittedly incomplete. The chestnut is the predominating tree but it becomes supplanted at higher elevations by oaks, pines and the hemlock. Shrubs are present in great profusion and on the plateau itself there are many varieties of grasses and rushes. Ferns, mosses, liverworts, lichens and fungi are all abundant in their preferred localities.

"The fauna of the region is equally interesting and abundant. As might be expected, rodents are the prevailing mammals, Highlands itself being the type locality for Sciurus hudsonicus abieticola. Charlton Ogburn[2] has written an extensive report on the birds of the region. Reptiles are represented by snakes, lizards and turtles, all of which are fairly common. The amphibian fauna is the richest the writer has ever observed. Insects are not so plentiful as at lower elevations, pestiferous insects in particular being absent. Odonata and Orthoptera, however, are common. The Myriopods offer good opportunities for investigation. Land molluscs are abundant but are not represented by many varieties. The lakes and ponds on the plateau must support a rich aquatic fauna, but the writer was unable to explore them.

"The mountains of the Southern Appalachians have an extremely heavy rainfall; without this the luxuriant vegetation would not be sustained. Highlands is entirely typical in this respect; in the summer it rains practically every day, and if it misses one day it is apt to make up for it the next. One quickly becomes adapted to the rain, for between rains things dry off quickly. The climate is invigorating and

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[1] R.S. Maddox, State Forester, Tenn., MS Report 1929.
[2] Charlton Ogburn, MS Report 1929.

salubrious. Observations on the daily temperature taken over a period of nine weeks (July 15th to Sept. 14th inclusive) show an average maximum temperature of 74.5 deg. F. and an average minimum 57 deg., with a resulting average daily variation of 17.5 deg. The highest temperature recorded was 82 deg. and the lowest 44 deg.

"Foliation and the other seasonal changes of spring are naturally later at Highlands than at lower altitudes at a corresponding latitude. Thus, laurel was in full bloom on May 19th, 1929, on the Cumberland Plateau (Monteagle, Tenn.) and six weeks later, on June 30th, it was still in bloom, but going into its decline, at Highlands. Azalea was in bloom on the Highlands Rim at Manchester, Tenn., during April; it was in bloom at Highlands during June. A laboratory record shows that toad eggs were hatching out on July 31st, 1929, at Highlands. Toad eggs in cleavage were found in a pond a few miles west of Dickson (Tenn.) on March 24th (1929)! The advantage of the relative lateness of the season is obvious; it is one of the most valuable features of a mountain laboratory.

"With its natural wealth of vegetation and animal life the Highlands region will support indefinitely a varied program of research. One thinks first of taxonomic studies; there is much to be done on the flora and fauna of the Appalachians. But the region is excellent for ecological research and, in the opinion of the writer, material is abundantly available to maintain continuous work in morphology, embryology and physiology.

"In brief, this report is a digest of those considerations which have convinced the writer that: (1) a station for biological research is needed in the South, particularly one which will supplement the facilities of Southern educational institutions; (2) that it should be a mountain station rather than any other, since the Appalachians offer unique natural advantages and the establishment of a station there would have national significance; (3) that Highlands, with its central position, its altitude, its varied physiographic features and its wealth of living material affords an ideal location for such a station. As a local enterprise the Highlands Museum has secured the support of distinguished persons in various parts of the country, men and women of letters, of business and of the professions. With its enlarged program should it not have the active support of those to whom the greatest benefits of its development would naturally accrue, - the biologists of the South?"

Signed: E. E. Reinke.

APPENDIX II. Statements of Biologists Concerning the Highlands Biological Laboratory

"It was very gratifying to receive your kind letter of November 25 and to learn that the good work of exploring the biota of the southeastern mountain area undertaken by the Highlands Museum under the able direction of Dr. Reinke, is progressing satisfactorily. It can be asserted with confidence that no region in the United States is more interesting, more important and less known zoologically. The work you are undertaking deserves all possible encouragement and I wish you success with your plans for developing a first class research laboratory in the mountains of North Carolina."

Signed: L. Stejneger, Head Curator
Dept. of Biology, Smithsonian Institution
United States National Museum
Washington, D.C.
November 29, 1929

"I am sure that it is not necessary to enlarge upon the need of an inland research laboratory at some central locality in the South, as every scientific worker feels this need. There probably is no better place for such a station than Highlands.

"A quest for salamanders first brought me to this town but I soon saw that the rich amphibian fauna was only one of many advantages of the locality. I have in mind, among other things, the nature of the country immediately surrounding Highlands, its cool, refreshing summers, and proximity to the new Great Smoky National Park.

"Although the postoffice at Highlands is higher above sea level than any other in the East, the mountains surrounding the town are not precipitous and difficult of ascent but easily explored. The great altitude of these mountains prevents the temperature from reaching unpleasant heights.

"A glance at a map shows that Highlands is almost the exact center of a circular area including all the southeastern states but Florida. This fact alone might be taken as a major factor in the selection of a site.

"In closing I must say that it was a real pleasure to find such a warm spirit of cooperation among the residents of this mountain village and I eagerly look forward to future visits."

Signed: Clifford H. Pope
The American Museum of Natural History
Department of Herpetology
New York City, Dec. 4, 1929.

"I am greatly interested in the steps you are taking to organize and establish a biological museum at Highlands, North Carolina. This enterprise is worthy of wide support. If carried out as you outline in your report it will be of great benefit to all educational institutions in the South, and will give an

opportunity to biologists such as does not now exist anywhere in the United States. I wish you all possible success in this undertaking."

Signed: J. H. Kirkland
Chancellor of Vanderbilt University
Vanderbilt University
Nashville, Tennessee
December 13, 1929.

"I have learned with great interest of the plan to establish a station for biological research at Highlands, North Carolina. This plan, it seems to me, has several very great advantages. In the first place, the existing laboratories have not sufficient space to accommodate during certain parts of the summer all of the competent workers who wish to avail themselves of their facilities. My own difficulty in trying to find space during July and August at the Woods Hole laboratory for all who request it has brought home to me in a very definite way this side of the situation.

"In the second place, while the Northern Atlantic Coast, the Pacific Coast, the Middle West and parts of the Rocky Mountain region are fairly well supplied with laboratories for summer research in biology, the South is at present seriously handicapped by an almost complete lack of such facilities. Biologists from the Southern States are frequently unable to afford to make the long trip necessary to work at one of the existing institutions.

"Finally, while the facilities for the study of the organisms of the sea and of inland lakes and rivers are now fairly good, almost no provision has as yet been made for work on the equally interesting fauna and flora of the southern Appalachian Mountains. From two visits which I have made in past years to Highlands, amounting together to some four or five weeks, I know personally that the region is one of peculiar attractiveness and that its summer climate is unusually stimulating. If asked to suggest a more promising place for the establishment of a new biological laboratory at the present time, I should be unable to do so."

Signed: M. H. Jacobs
Director, Marine Biological Laboratory
Woods Hole, Mass.
Dec. 17, 1929.

"The establishment of the Museum of Natural History at Highlands I look upon as an event of great significance. For a number of years I and other instructors and students of natural history subjects in the University have felt the pressing need of such an institution, particularly the laboratory feature. Parties

from our Department of Botany here have several times established temporary headquarters in the mountains for the study of botany and they have often discussed the convenience of having a central place around which to gradually develop a more intensive study of the vegetation.

"The mountains of our state offer an unparalleled opportunity for plant study in all of its phases. The vegetation of the southern states has been and still is imperfectly known and the students of that section will certainly find abundant rewards and opportunities for material for publication. I will take pleasure in doing all I can to forward the success of your institution."

Signed: W. C. Coker
University of North Carolina
Department of Botany
Chapel Hill, N.C.
December 14, 1929.

"If your young Highlands Museum can be developed into a mountain research laboratory it will inspire scientific institutions in the surrounding states to undertake new research work and will encourage isolated students.

"My own Museum has for years been progressing steadily if slowly on a biological, archaeological and historical survey of South Carolina. Its first task was to preserve the records of the state's classic past. We would eagerly welcome the opportunity which the proposed research laboratory would afford. We need just this. At present our scientific staff works independently or turns to northern institutions for cooperation. It knows less of other southern institutions and workers than of northern. A Highlands research laboratory would change this and inaugurate a new era in scientific study in the South. I earnestly hope your plan may be realized."

Signed: Laura M. Bragg, Director
The Charleston Museum
Charleston, S.C.
Jan. 2, 1930

"Since my first visit to Highlands, in 1930, I have been impressed with the richness of its flora. No other region of the Southeast could surpass the Highlands area in numbers of species and individuals. Collectors and field botanists have found all groups of plants well-represented there.

"Because of the varied seed-plant flora, with its accompanying humus, and the relatively heavy rainfall, the fungi are likewise numerous. In fact, I know of no region which excels, and few that equal the Highlands area for the taxonomic mycologist.

"Because of the altitude (about 4000 feet), the summer temperatures are moderate, and thus one experiences an atmosphere conducive to best efforts,"

Signed: L. R. Hesler
University of Tennessee
Knoxville, Tennessee
August 21, 1947

"On behalf of the Mycological Society of America I wish to take this opportunity to express to you and the other officers of the Highlands Biological Laboratory our sincere thanks and appreciation for the invitation which permitted us to use the laboratory building as headquarters during the course of our recent summer foray. A meeting of the Mycological Society at Highlands would not have been possible without the facilities of the Biological Laboratory, which were so freely placed at our disposal.

"We are particularly grateful to you as Resident Director for the many courtesies and helpful cooperation extended to the members present. You not only saw to it that drying facilities, collecting supplies and other technical needs were available, but you provided refreshments and arranged several social occasions which were among the high lights of the Foray. The ladies who were fortunate enough to participate particularly appreciated the afternoon tour of homes and other places of interest in and about Highlands. You sacrificed a week of your time for a group of scientists concerned with a field outside of your own interests and we can but assure you that we are truly grateful.

Signed: John A. Stevenson, President
Mycological Society of America
Plant Industry Station
Beltsville, Maryland
September 12, 1947

"I understand from your letter that you are attempting to raise funds for cottages, a mess hall, and a larger laboratory building. This, of course, is a splendid idea and if I can be of any service to you along this line, be sure and write me further.

"Speaking as one who has used the laboratory a good many times in years gone by, I appreciate very much indeed the great need for

expanded facilities. This constitutes the only place in the southeastern states where biologists of all descriptions can get together in the summer and have meetings or work on some specific problems. It is very conveniently located in this area and is only a short distance from all of the larger institutions. In years gone by, we have always been handicapped because of the great distances one has to go to the northern biological centers. The proper development of the Highlands Laboratory would be of great assistance in developing biology in this region.

"So far the chief difficulty has been lack of housing space for graduate students, teachers or other investigators. If the proper cottages and other facilities were built close to the laboratory, I believe many more people would take advantage of the opportunity of working there in the summer.

"I wish to thank you and the other officers of the Biological Laboratory for your splendid assistance in making the summer meeting of the American Mycological Society such a successful one."

Signed: Julian H. Miller
Dept. of Plant Pathology and Plant Breeding
The University of Georgia
Athens, Georgia

"I am glad to add my support to the attempt of the Highlands Biological Laboratory to obtain funds for cottages, a mess hall and a larger laboratory building. For many years I have had contact with scientists who have worked at this excellent institution, particularly Dr. W. C. Coker. I had the pleasure of visiting this Laboratory several years ago and of spending a few days working there this past summer.

"Much effective work of scientific importance has been accomplished at the Highlands Biological Laboratory with facilities that are very limited, and an increase of these facilities would be of great value, not only to the eastern states of the South as at present but also to the eastern seaboard states if not to much of the eastern part of the country. The Station is in a marvelous location for biological work. The climate is unusually comfortable for the vigorous prosecution of research in a southern state. The mountains and coves, the streams and lakes, of this southern Appalachian region offer unusual ecological variety. The forests are varied, vigorous and excellent. The rather heavy normal annual rainfall insures the continued presence of normal successions of the native fauna and flora without disturbing hiatuses.

"There are biological stations located in many sorts of environments in this country but not one that I know of offers the same kinds of opportunities as those found at Highlands. Furthermore, as already intimated, this Station is of great value to its section of the country and an increase of its facilities along the lines indicated

would greatly enhance that value to the state that contains it and the states the borders of which come so close to it.

"This small Station has developed a reputation far out of proportion to its size and a moderate development along the lines suggested would not only enlarge its opportunities for contribution to biological science and the training of young biologists of all sorts, but would take full advantage of its distinctive character and location."

Signed: Walter H. Snell, Chairman
Dept. of Botany
Brown University
Providence, Rhode Island

"It is with great pleasure that I respond to your letter of September 10 concerning the possibility and desirability of increasing the space and equipment of the Biological Laboratory.

"I do not feel competent to speak directly regarding the value of such a laboratory for zoological studies, but as a botanist for over 50 years I feel that I can speak for that science.

"The whole southwestern corner of North Carolina and the adjacent portions of Georgia and the western tip of South Carolina are very interesting as representing what is left of the much more widely extended forest cover of the eastern part of the United States. With these forests still fairly well preserved (except, alas, for the chestnut) the fungi are rampant in wet seasons. A well equipped laboratory located at Highlands would make it possible for botanists from other parts of the country to spend pleasant summers at research in various fields of the subject while the heat in their own homes would be very unpleasant. Especially would such an opportunity be of great value to graduate students in Ecology, Forestry, Mycology, Bryology, Algology, and General Taxonomy, to get in one or more summers of work. The Marine Biological Laboratory at Woods Hole, Mass., is unsurpassed for the study of marine biology; a laboratory adequately supplied with living quarters could duplicate that institution, not in marine studies but in the biology of the mountains. The distance is not too great.

"What is necessary is a series of small, one-roomed or two-roomed cottages in which the investigators and families could live, and a mess hall for those people who do not bring their families. The laboratory building should be at least doubled in size. I foresee the organization of a summer school, as at Woods Hole, where professors from Duke, Tennessee, Georgia and other parts of the country could conduct classes for which college credit would be granted by various colleges. At the same time research men (and women) could be carrying on their studies for which probably graduate credit would be granted.

"In increasing the size of the laboratory sufficient room should be provided for a herbarium of that area. Also there should be planned

a collection of photographs of the plants and animals of the region. A few microscopes should be provided, but it would be well to urge research people to bring their own, if they expect to do much microscopic work. There should be a good microtome, paraffin ovens, incubators, etc. A heating plant should be available, for I imagine that during a long rainy spell the building might be pretty chilly. It won't be so warm all the time that a supply of iced "cokes" must be kept on hand.

"The class of people that would be attracted to the Laboratory would be a very desirable addition to the summer population of Highlands.

"I would suggest that the road leading up to the laboratory be improved. At present it is not too good. Would it be possible to bring in an auto road from near Highlands Inn or the Museum?

"I appreciated the hospitality of the Laboratory during the Mycological Foray. I hope that I may be able to come there again.

"If the mess hall could be two stories in height with living room for students up stairs it might add to the attraction."

Signed: Ernst A. Bessey
Professor of Botany, retired
Michigan State College
East Lansing, Michigan
Sept. 18, 1947

"The recent "foray" or summer meeting of the Mycological Society of America gave me an excellent opportunity to observe the workings of the Highlands Biological Laboratory. I had acquired a very high opinion of this Institution from contacts with mycologists who had carried out investigations there and from a study of their resulting publications. My recent stay there of nearly a week confirmed my preconceived idea of the Laboratory's place in the biological world. I was surprised, however, to find that so much had been accomplished with such limited physical equipment. It is much to be hoped that circumstances will permit in the near future a larger and more adequate building in order that proper facilities for the workers may be available. In view of the present excessively high costs of living, particularly for hotel dwellers, cottages or other living quarters adjacent to the laboratory would be of the greatest help to resident investigators who are for the most part working on small stiponds. Incidentally of course it would bring them much closer to their work.

"The Highlands area is one of the most interesting biologically in the United States, because of the great number of species of both plants and animals present and the wide range of ecological conditions under which they live and develop. As already indicated by the extensive series of papers published on the results of the work of investigators to date, the region has infinite possibilities for research in biology.

Signed: John A. Stevenson, President
Mycological Society of America
U.S. Dept. of Agri., Plant Industry Sta.
Beltsville, Md., Sept. 24, 1947

APPENDIX III. Detailed Statement of Plan of Organization and Operation of the Highlands Biological Laboratory

RECOMMENDATIONS TO THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES OF THE HIGHLANDS MUSEUM AND BIOLOGICAL LABORATORY INC. BY THE COMMITTEE ON A PLAN OF ORGANIZATION AND OPERATION OF THE LABORATORY

(Adopted unanimously in meeting of June 29, 1946)

PLAN OF ORGANIZATION AND OPERATION

The Highlands Museum and Biological Laboratory, Incorporated, hereinafter referred to as the Corporation, shall be considered and is hereby recognized as the governing and property-holding body controlling the Highlands Museum of Natural History and the Highlands Biological Laboratory. The two latter shall be considered otherwise as two administratively distinct enterprises, each having its own and separate administrative personnel and activities. The separation of administration is solely for the purpose of insuring the maximum devotion to each enterprise of those persons most vitally concerned with each.

SECTION I. PURPOSE OF THE LABORATORY.

The purpose of the Laboratory is:

1. To serve as a regional research laboratory where the biological investigators of the colleges and universities and other scientific organizations of the area may be brought into a co-ordinated whole.

2. To bring together in mutually helpful relations competent investigators who may work independently or under direction.

3. To offer financial assistance to competent investigators to carry on their biological investigations.

4. To bring together lay members interested in promoting biological research.

5. To provide facilities, as the need arises, for teaching summer courses in biology.

SECTION II. THE APPOINTMENT AND DUTIES OF THE ADMINISTRATIVE BODY OF THE LABORATORY.

A. The Administrative Body of the Laboratory shall be an Executive Board, composed as follows:

1. As Chairman, the Resident Director of the Laboratory who shall be a competent biological scientist and administrator. He shall be appointed and paid by the Corporation and shall be responsible to it.

2. The President of the Corporation.

3. A biologist appointed by each of the member institutions, if not represented in 1, 2 or 4.

4. A Director of Research and Teaching.

B. The Duties of the Executive Board Shall Be:

1. To act for the Board of Trustees of the Corporation in the formulation and execution of plans for the Laboratory subject to approval by the Board of Trustees.

2. To make or change rules and regulations as to the operation of the Laboratory which are not inconsistent with the By-Laws of the Corporation.

3. To recommend to the Board of Trustees the members of the Resident Staff and their salaries and stipends.

4. To make recommendations as to the yearly budget of the Laboratory.

5. To extend institutional memberships.

6. To award scholarships.

7. To formulate an adequate publicity program.

8. To devise ways and means of raising revenue to extend the work of the Laboratory.

9. To prepare and distribute an annual announcement of the summer program before February 15th of each year.

10. To meet in Highlands annually, the last week in August, but prior to the annual meeting of the Board of Trustees.

11. To appoint annually a Director of Research and Teaching and, in consultation with him, additional members of the research and teaching staff.

SECTION III. APPOINTMENT AND DUTIES OF THE RESIDENT DIRECTOR OF THE LABORATORY.

A. At its annual meeting the Board of Trustees of the Corporation shall employ a Resident Director. He shall be in residence June 10 through September 10 of each year.

B. The Duties of the Resident Director shall be:

1. To have immediate management and direction of the property and business affairs of the Laboratory with full power to

execute all resolutions and orders of the Executive Board of the Laboratory, and such resolutions of the Board of Trustees of the Corporation as appertain to the Laboratory.

2. To have charge of the funds of the Laboratory; to keep books of account showing receipts and expenditures; to deposit in such banks or bank as the Board of Trustees shall designate; to keep account books open to the inspection of any officer of the Corporation or member of the Executive Board of the Laboratory. Individual disbursements shall not exceed $50.00 unless authorized by the Executive Board of the Laboratory.

3. To be responsible for the privileges and to direct the use of the facilities of the Laboratory in cooperation with the Staff.

4. To direct the use and facilities of Lake Ravenel.

5. To arrange for publications of the Laboratory upon the advice and approval of the Staff and Board of Trustees of the Corporation.

6. To submit an annual report to the Board of Trustees.

7. To keep an inventory of equipment and supplies.

SECTION IV. FEES.

A. Institutional Membership. In accordance with the By-Laws of the Highlands Museum and Biological Laboratory, Inc., the institutional membership fee of $100.00 entitles the holder to a table in the Laboratory.

B. Independent Investigators. Each independent investigator shall pay a fee of $50.00 for a research table for the season. Part-time use of a table shall be paid for on a proportionate basis; no fee shall be less than $10.00.

Representatives: J. N. Couch University of North Carolina Chairman

H. L. Blomquist Duke University

W. M. Deacon Vanderbilt University

Thelma Howell Wesleyan College

APPENDIX VI. STATEMENT OF SPECIFIC NEEDS OF THE LABORATORY

NEEDS OF THE LABORATORY

Preliminary plans for needed construction are appended hereto.

1. Dormitory facilities to house 40 people at a time, including:
   a. 30 students
   b. 10 faculty and independent investigators
2. Messing facilities for 40 people, including:
   a. Dining room
   b. Kitchen and storage room
   c. Lavatory for men
   d. Lavatory for women
   e. Lavatory for help
3. Addition to Sam T. Weyman Memorial Laboratory:
   a. 2 laboratory class rooms, each 30' x 22'
   b. Lavatory and toilets for men
   c. Lavatory and toilets for women
   d. Library, 16' x 22'
   e. 2 office-laboratories, 9' x 12'6" for instructors
   f. 1 office-laboratory for Resident Director, 22' x 18'.
   g. Store room, 22' x 18'
4. Endowments:
   a. Teaching
   b. Research grants
   c. Scholarships

APPENDIX VII. Letters of Endorsement from Member Institutions

"I am very glad to have the opportunity to write you a letter in support of the Highlands Biological Laboratory. Since the laboratory was founded I have worked there on several occasions.

"The Southern Appalachian Mountains, particularly in the region around Highlands, offer in my opinion one of the best locations for plant study in the South. I think the proof of this statement is clearly indicated by the number of botanical publications that have resulted in whole or in part from work done at the Highlands Laboratory. Work on plant life so far done at Highlands has been largely of a taxonomic nature, since the flora of our southern states, and particularly of the mountainous regions, has been so inadequately studied. I think, however, we should look forward to developing other aspects of plant study there, such as physiology, as the laboratory's facilities can be expanded. I think that it is quite difficult for the southern botanist to keep up very strenuous intellectual activities during the summer in most regions of the South. The climate at Highlands, however, is even pleasanter than the Woods Hole climate; and hence I think we southern biologists have a unique opportunity for developing at the Highlands Laboratory a station of the Woods Hole type but on a smaller scale and based on the flora and fauna of the mountains rather than the coast.

"For the attainment of this goal I agree with you that the greatest needs are first of all a dormitory and mess hall, and then an addition to the laboratory."

Signed: John N. Couch
Kenan Professor of Botany
University of North Carolina
Chapel Hill, N.C.
June 5, 1947.

"I am very happy to learn that the Highlands Laboratory is applying for funds to make its present program of research and teaching more effective. I am more than glad to write in support of this application.

"It was my good fortune to be able to work at the Highlands Biological Laboratory for first part of last summer and to continue this summer with work in ecology and population dynamics of birds and mammals. For work with the higher vertebrates and for ecological work in general I have found both the Highlands area and facilities provided by the present laboratory favorable. I believe the wide range in environmental conditions and wealth of flora and fauna has been emphasized by Dr. Coker and others who have championed the area as a site for a research station. Another important and unique

advantage, which perhaps has not been brought out in previous reports, lies in fact that the Highlands Plateau is near the end of the Appalachian Mountains (it is, in fact, the last high plateau area southward) and, therefore, is at a strategic point at end of the great mountain funnel which brings northern fauna and flora into close contact with southern forms. Thus, an unusual opportunity is provided to study both in field and laboratory the limiting factors in distribution of organisms.

"In my opinion inexpensive living quarters for investigators and students are the greatest single need of Laboratory at present time. It is difficult to get people to work at Laboratory when they must pay summer resort prices for living, or, as in my case, their work may be cut short because fellowships do not allow one to remain for as long a period as one would wish. Also, living quarters provide an opportunity for congenial fellowship among investigators, a vital factor in any field."

Signed: Eugene P. Odum
Associate Professor of Zoology
University of Georgia
Department of Biology
Athens, Georgia
June 6, 1947

"Your letter to me at Florida was forwarded here, my new address since January 1. I am happy to write you concerning the biological resources of the Highlands region and the potential opportunity for biological teaching and research.

"I think that without question the Highlands area is one of the richest and most interesting biotic areas in eastern North America, and one where a wide variety of comparatively unspoiled natural habitats is practically and conveniently available. I was first at Highlands in June, 1930 and returned either to Highlands or to various places within 15 to 20 miles of there in May, June, July, and August of other years -- twice with several of my graduate students. Aside from the war years and the press of teaching duties at Florida, my chief deterrent to much more work about Highlands, especially with my students, was the lack of laboratory and of comparatively inexpensive and dependable living facilities.

"If simple working facilities, dormitories, and a mess hall for active field biologists could be provided, I do not know of any finer area for the serious naturalist or for giving the promising student a real introduction to animals and plants in nature. The wealth of terrestrial and aquatic habitats that are not at all, or but poorly represented in the Coastal Plain and Piedmont, the easy accessibility to all of the southeastern states, and the delightful summer climate make Highlands an ideal place to carry on continued field studies and one where an instructor in natural history could plan most profitable supervised or independent summer field experience for his graduate students."

Signed: J. Speed Rogers, Director
University of Michigan, Museum of Zoology, Ann Arbor, Mich.

May 27, 1947

APPENDIX VII. LETTERS OF ENDORSEMENT FROM MEMBER INSTITUTIONS

University of Georgia
Athens, Georgia
October 28, 1947

Professor Harold C. Bold
Vanderbilt University
Nashville 4, Tennessee

Dear Professor Bold:

I have learned that the Highlands Museum and Biological Laboratory is applying to one of the philanthropic foundations for money to be used in the erection of certain buildings which are badly needed.

Mrs. Caldwell and I have been interested in the excellent work which has been done at the laboratory and were only recently there in attendance upon a conference. We are convinced of the great opportunity for an expanded program. For example, if reasonably priced living quarters could be acquired, there are many graduate students at the University of Georgia and elsewhere who could take advantage of the nearby location for biological research which would not be possible on a campus.

I should appreciate your letting me know if there is any way in which I can assist you in obtaining a favorable decision on your request for financial support.

Sincerely yours,

SIGNED: Harmon Caldwell

The University of North Carolina
Chapel Hill, North Carolina
October 15, 1947

Dr. Harold C. Bold
Director of Teaching and Research
Highlands Museum and Biological Laboratory
Vanderbilt University
Nashville, Tenn.

Dear Dr. Bold:

For years the University of North Carolina has been interested in the Highlands Biological Laboratory. Being near the center of the southeastern region, in the high mountains climatically, and having an

abundance of different plant and animal forms, it is the most favorable spot in the Southeast for the study of the biology of the Southern mountains.

Members of our faculty and advanced students in biology have made considerable use of the facilities there in furthering their research work and training. The cooperation and fellowship of workers from other institutions have also been of great value. Plans for enlarging the facilities there, more laboratory space, and housing and board based on prices considerably less than resort prices, will make it possible for us to take fuller advantage of the opportunities offered by the laboratory and the region. We are very much interested in the success of the undertaking.

Sincerely yours,

SIGNED: Frank P. Graham, President

The University of Tennessee
Knoxville, Tennessee
October 6, 1947

Dr. Harold C. Bold
Department of Biology
Vanderbilt University
Nashville, Tennessee

Dear Dr. Bold:

Opportunity to say a word in support of the Highlands Biological Laboratory in North Carolina is welcome. From the time of establishment of the Laboratory in 1931 leading southern institutions of higher learning have given it moral and financial support. The Laboratory has now reached the point where a generous budget is essential to its full development.

In the past it has been a lamented fact that biologists of the South, more than those in any other section, have been unable to mingle and exchange ideas necessary to the successful advancement of their work. The Laboratory offers to Southern Biologists a stimulus which comes from associations there. The Laboratory deserves and needs strong financial support. It is already a going institution. Despite meager funds, a library and museum have been established and are in use. The region around Highlands offers almost unlimited and unexplored territory for the biologist. There is tremendous variation in altitude within a radius of a few miles. The area is within relatively easy reach of all southern institutions and the summer climate is ideal for scientific work.

Funds are especially needed to provide dormitories and dining facilities for University and College teachers and students. The living

quarters now available at Highlands are expensive because the village of Highlands is a tourist center. Summer vacationists not only occupy available rooms but also the large number of tourists encourage prices beyond the reach of college people.

The University of Tennessee makes a small annual contribution to aid the Highlands Laboratory, and is committed to continue that aid in the future. The need for more substantial support of the Laboratory is urgent. The worthy purpose of this educational undertaking would seem to commend itself strongly to those who may find it possible to extend that support.

Yours very truly

SIGNED: C. E. Brehm, Acting President

Vanderbilt University
Nashville 4, Tennessee
November 8, 1947

Professor Harold C. Bold
Vanderbilt University
Nashville 4, Tennessee

Dear Professor Bold:

The Highlands Biological Laboratory is one of the institutions which has a unique contribution to make to the southern region. The flora of the Highlands' area is, I have understood, one of the most varied and interesting anywhere in the country. The Highlands Laboratory serving, as it does, the faculties and graduate students of all southern institutions located accessibly, has rendered great service to biological study. It can be for the South what Woods Hole has been for the North and East. As the institution is more firmly established and adequately supported, it will undoubtedly draw scientists from all over the country who will want to study in that region.

This laboratory is deserving of the fullest support. It has been managed by a group of southern universities on a cooperative basis. The atmosphere for study and scientific progress is excellent. If funds can be secured for the improvement of its facilities, I am sure it will move into a period of ever greater usefulness. I hope very much that the efforts of the Board of Directors to secure assistance will prove successful.

Yours sincerely,

SIGNED: Harvie Branscomb
Chancellor

Wesleyan College
Macon, Georgia
October 9, 1947

Miss Thelma Howell, Chairman Executive Board
Highlands Museum and Biological Laboratory
Wesleyan College
Macon, Georgia

My dear Miss Howell:

Enclosed you will find a small personal contribution to the fund you are raising for your needed improvements at Highlands, North Carolina.

The importance of the work you are doing has not been fully realized by the public, foundations, or many of the educational institutions. I am anxious to do all I can to acquaint our friends with this enterprise. As I see it, this work is most important for the following reasons:

1. No independent college or university can provide on its own campus the natural resources or facilities for this intensified field study and research. Only by a joint enterprise can a successful venture be made.

2. It is of special importance that the Highlands Plateau has the richest biological assets in Eastern North America.

3. If any one will only look at a map of this eastern part of the United States, he will be made to realize that Highlands, North Carolina, is wonderfully accessible to all Southern Colleges and Universities.

Your group of scientists has done much to develop special interests in this field. You need to enlarge your present building. You must have the necessary equipment of every sort. You especially need to provide housing and meals at a moderate cost. Teachers and students cannot afford to pay the tourist rates that prevail. If they could, they would not be able to secure quarters in the summer months.

These improvements will cost money. But an investment here is sure to pay large dividends. I hope your efforts are successful and in any way that I can assist please call on me.

Cordially,

Silas Johnson, President
Wesleyan College
One of the Supporting Institutions

"It has always seemed to me that the area around Highlands, North Carolina, is unusually well suited for the study of field biology. I know that the surrounding territory is remarkably rich in the number of genera and species and in types of ecological formations. The liverworts and mosses, for instance, are very well represented, and the flowering plants, which occur in profusion, include a wide diversity of types. In addition, the Highlands Laboratory is centrally located for excursions into the surrounding regions, which still offer abundant opportunities for original research and investigation.

"The summer climate at Highlands is pleasant and cool enough to permit vigorous application to scientific undertakings. I can honestly say that I know of no locality in the South that offers as many opportunities, both from a scientific as well as from a practical standpoint, for biological investigation and study."

Very sincerely yours,

SIGNED: Edwin B. Matzke
Professor of Botany
Assistant to the Dean
Columbia University
New York, New York
October 29, 1947

APPENDIX IX
A Scheme for Conducting Formal Course Work at the Highlands Biological Laboratory

The scheme outlined below is based on the following premises:

1. That the present physical facilities of the laboratory will not accommodate more than 20 students for course work.

2. Course work can be conducted in the large central laboratory room, the cubicles remaining for research workers.

3. That at present a maximum of 10 students will be accepted for enrollment in each course (Zoology and Botany).

4. That specialists in various fields of botany and zoology will be invited to offer courses, which will vary from year to year, thus relieving two individuals of the burden of teaching every summer, and at the same time diversifying the courses available at the laboratory.

5. That students enrolled in these courses will assume responsibility for their own room and board, as well as for bringing suitable optical equipment and other laboratory supplies.

6. That the static condition of the Highlands Biological Laboratory is in part the result of failure to attract graduate students, and this in turn is the result of failure to offer formal course work. A survey of summer biological laboratories which have developed and expanded indicates that the great majority have offered a limited number of courses from their inception.

7. That the students' fees for course work will provide the salary for the Instructor, as well as cover the required laboratory supplies.

8. That if, with such a small offering as two courses, an increase in the number of graduate students warrants it, an effort will be made to expand further the physical and instructional facilities of the laboratory, by securing funds for further building, including facilities for instruction, research, housing and messing.

There are available in the member institutions and in other southern colleges and universities a number of biologists who are thoroughly competent and who would probably be highly interested in the opportunity of spending six or more weeks each summer offering a single course to graduate students at the Highlands Biological Laboratory. For the first few summers, such work would necessarily have to be conducted on an experimental basis, and the question of salary left somewhat fluid. However, on the basis of a knowledge of salary scale for such instruction at a number of summer laboratories, it is suggested that a salary of $300 for a 3-hour daily, 6 weeks course (30 sessions) would be adequate to attract well qualified instructors. A half day would thus be available for the Instructor's personal research or relaxation.

The student fee for each course should be $50.00. The laboratory itself will offer no formal credit; students desiring credit should make arrangements in advance to have the course accredited in the schools in which they are matriculated.

Should the success of the initial offering warrant it, it would be possible to expand the work without much increased cost, by arranging two six week sessions, one beginning in June and ending late in July, and the other beginning in July and ending in September. Approximately a semester of work (5 semester hours) can be accomplished in each course per session.

The following courses are suggested as desirable:

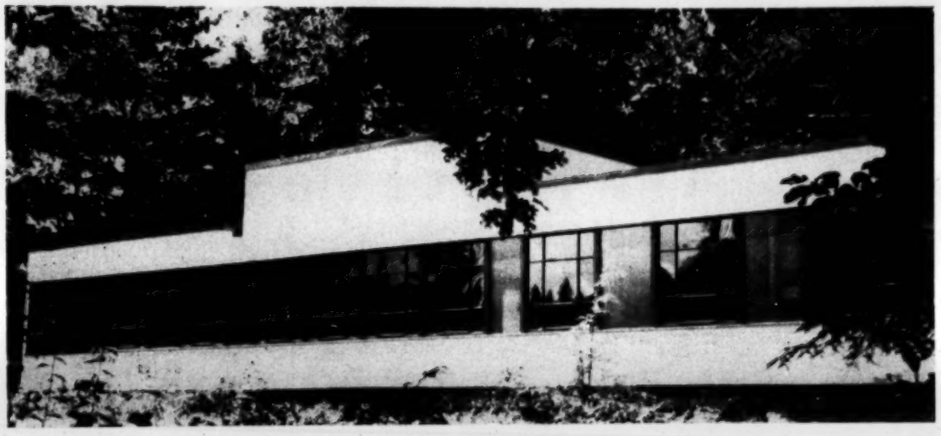
Plant Ecology, Bryology, Field Botany, Angiosperms, Algae, Fleshy Fungi, Mycology, Systematic Botany (Pertidophytes and Spermatophytes); Animal Ecology, Invertebrate Zoology, Protozoology, Limnology, Entomology, etc.

The Director of the Laboratory will be responsible for publishing and disseminating each year in February, a booklet outlining the purpose, history and facilities available at the laboratory, and the courses to be offered the following summer, along with the names of Instructors and Resident Investigators.

NC-257

JAN 20 1948

The Educational Service
of the
Highlands Biological Laboratory



HIGHLANDS, NORTH CAROLINA

FOR seventeen years, in a simple building and on a limited budget, this biological research laboratory has rendered faithful and distinguished service to investigators from all sections of the country. The volume of work of scientific importance that has been produced has enabled this small station to develop a reputation far out of proportion to its size.

From southern universities and their biologists and from biologists of more remote institutions whose researches have led them to the Southern Appalachians, a great challenge has come to the Highlands Biological Laboratory to accept the obligation of serving as a regional research station with expanded facilities and services.

This challenge *has been received with pride* even though it has come at a time when existing facilities are taxed and when costs of operation and maintenance have substantially increased.

The Executive Board has the strong conviction that certain basic needs of training in the biological sciences can only be met by southern institutions of higher learning by taking advantage of the distinctive character and location of the Highlands Biological Laboratory. For this reason, *the challenge has been accepted.*

Strategic Location of the Laboratory

THE Laboratory is located on the Highlands Plateau—the last high plateau area southward in the Appalachian mountains. It is situated, therefore, at the end of the mountain funnel which brings northern fauna and flora into close contact with southern forms. The Highlands area has been called by competent scientists *"the greatest biological asset in eastern North America"*. The biological resources of the Highlands Plateau cannot be duplicated in any other equal area in the southeast.

Objectives

THE Executive Board, after carefully reviewing the location, purposes, and achievements of the Laboratory, has concluded that the Laboratory could increase its usefulness to higher education in the South, and to biologists of more remote institutions, if these services were provided:

INTENSIFICATION OF THE PRESENT RESEARCH PROGRAM — The discoveries that come from the biological laboratories of America are responsible for our health and much of our social and industrial progress. We have drawn so heavily on our reservoir of fundamental biological knowledge we must increase our store if we are to progress as a nation. Fundamental scientific knowledge comes from research, and it, in turn, requires highly trained and well-qualified investigators. To bring together competent investigators in mutually helpful and stimulating association and to offer them financial assistance where needed is one of the prime objectives of the Laboratory.

INAUGURATION OF A TEACHING PROGRAM—Certain basic needs of training in the biological sciences require guided field experience and research in areas rich in plant and animal life. *This type of work cannot be carried on at any one university campus.* The program contemplates the offering of two graduate courses (one course in botany and one in zoology) each summer, *the courses to supplement rather than duplicate normal course offerings on the university campuses.*

Needs

1. INCREASE IN ANNUAL INCOME—Present sources of income are: (a) the institutional membership fees, (b) an annual appropriation from the Highlands Museum and Biological Laboratory, (c) gifts from friends, and (d) Sustaining Memberships from industrial concerns.

Increased costs of maintenance are taxing present income and preclude any intensification of present services to the profession.

2. HOUSING AND MESSING FACILITIES—Unitl the Laboratory can offer lodging and food on a practically cost basis—as is done in other regional field stations, it cannot offer formal course work to students. Food and lodging at nearby hotels and inns are beyond the financial reach of most university faculty members.

3. SCHOLARSHIPS AND RESEARCH GRANTS—Cost of travel, tuition, board and room, need for special apparatus, books, or the necessity to provide for dependents by summer teaching or more remunerative employment would prevent many deserving students and professors from profiting by work at the Laboratory unless they received scholarships or research grants.

An Opportunity to Participate In this Program

THE educational service of the Highlands Biological Laboratory has been possible because of the devoted efforts of its investigators, its generous benefactors, and the co-operation of its member institutions (Vanderbilt, North Carolina, Tennessee, Duke, Georgia, and Wesleyan College). The task of extending the services and expanding the facilities of the Laboratory challenge the aid of all who are interested in promoting fundamental research, — friends, scientific organizations, business concerns, and foundations.

It is the strong conviction of the Executive Board of the Laboratory that the great need of biologists for a regional research station in the southeast can be solved with the aid of those who realize that fundamental biological knowledge contributes to our progress as a nation.

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